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The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

In this issue

PUBLIC UTILITIES EXPAND . . . H. K. Breckenridge

TEXTILE EDUCATION—JOB OPPORTUNITIES

Bertrand W. Hayward

LUTC—A PROGRAM FOR DEVELOPING SKILL

IN LIFE UNDERWRITING . . . Edmund L. G. Zolinski

DECEMBER, 1948

VOLUME 9

NUMBER 2

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SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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VOL. 9

DECEMBER, 1948

No. 2

Public Utilities Expand.....	H. K. Breckenridge	5
What is an Actuary?.....	Paul T. Rotter	11
Textile Education—Job Opportunities.....	Bertrand W. Hayward	16
LUTC—A Program for Developing Skill in Life Underwriting.....	Edmund L. A. Zalinski	24
From College Where?.....	C. Pierce Taylor	29
What is a Safety Man?.....	Wm. H. Hollis	34
College and University Graduation Dates and Personnel Officers for 1948-49.....		42
So You Want to be a Journalist!.....	Harry E. Stone	52
Association to Give Examination for Advertising Again This Spring.....		54
City College of New York Reports on Graduates' Activities.....	John F. X. Ryan	56
Recreation Leadership as a Field of Work.....		62
Book Review.....		66
Education for American Citizenship.....	Edited by Franklin L. Burdette	67
Editorial		68
News Comments		69

INFORMATION FOR SUBSCRIBERS

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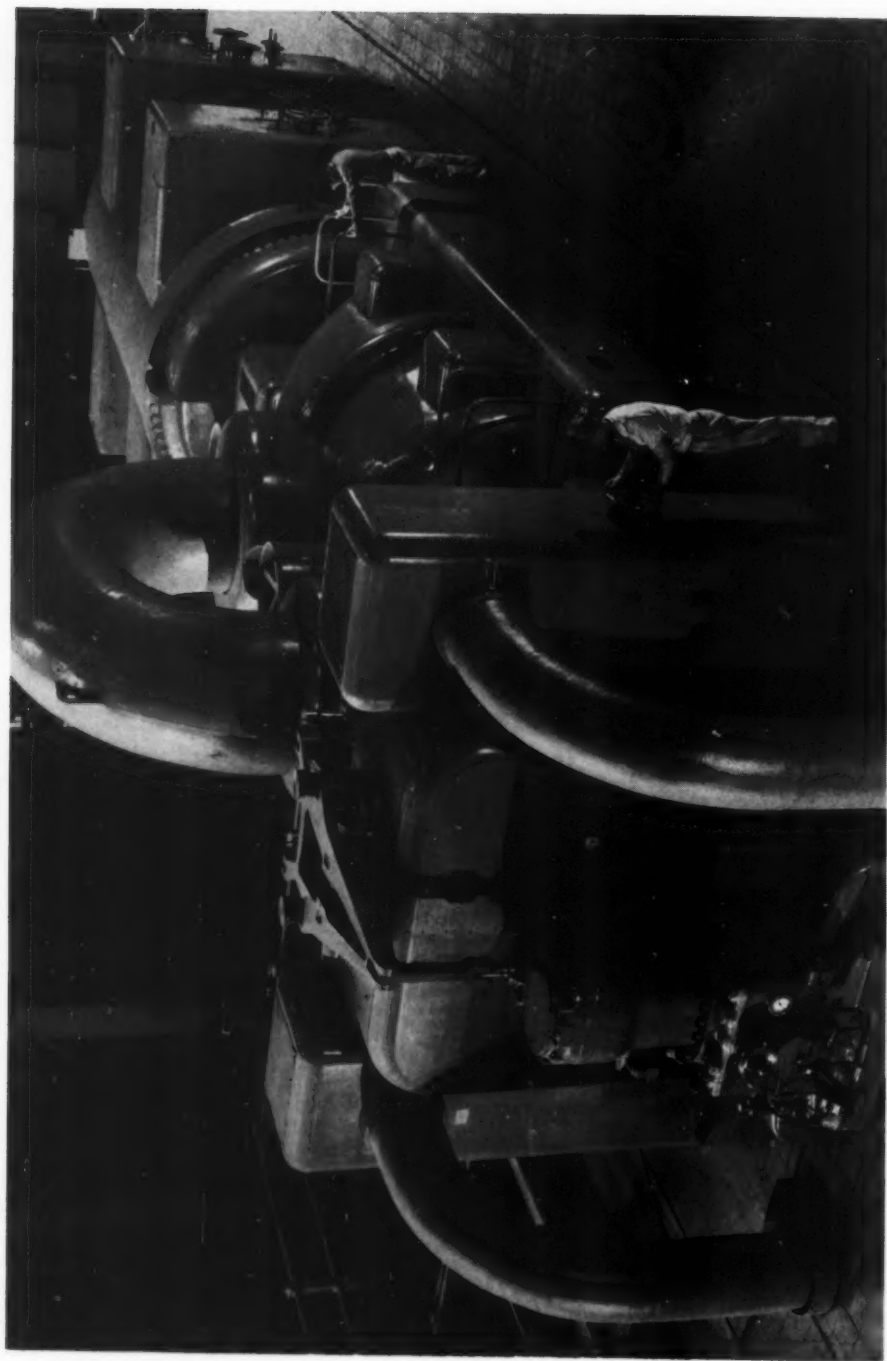
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PUBLIC UTILITIES EXPAND

H. K. BRECKENRIDGE, *Vice President*
West Penn Power Co., Pittsburgh, Pa.

Graduating from Columbia University with the degree of Mechanical Engineer in 1925, Mr. Breckenridge became engaged in transportation engineering with the West Penn Railways Company and its affiliates, specializing in bus transportation. He was made Assistant to the President of West Penn Power and Railways Companies in 1932, Personnel Director in 1936 and Vice President in 1947.

Mr. Breckenridge, who was Chairman of the Industrial Relations Committee of Edison Electric Institute for three years, is currently chairman of a sub-committee which has been working on the problem of studying and improving the industry's methods of recruiting and training college graduates.

NEVER, in the history of amazing growth and development, has the electric public utility industry had better opportunities to offer college men than it has today.

It took a little over half a century for the electric power industry to reach its present size, yet in the next ten years its present power capacity is expected to increase 80% and its present investment in all power facilities will be just about doubled.

The electric power industry had its previous major expansion period in the 1920's. By that time industries, offices, farms, and homes had become aware of the economies and satisfactions of electrical devices and the cost of electricity had become low through greatly increased use and more efficient methods of generation and distribution.

The depression of the 1930's slowed up the rate of growth of this industry but did not stop it, and the trend of more and more use of electric service by customers and lower costs of that service to customers was continued. Through better engineering and improved management, the industry continued to expand and to lower its rates in spite of the rising costs of labor, materials, and taxes.

During the war period the electric power industry was required to get along without increasing its facilities so as to release materials and equipment for direct war usage. As a result, the war's end found the industry with delayed construction programs and the country as a whole eager for more and more

electricity. The higher levels of wage rates in all industry place increasing premiums on better and more economical methods of manufacture. Better methods usually mean more electrical applications, such as more and larger motors, better lighting, and the many applications of electric heat. The modern home constitutes a tremendous market for increased electrical use, both for the added comfort and convenience and as a necessary substitute for the no longer readily available domestic servant.

Greatest Construction Program in History

This tremendous, pent-up demand is now being met by the electric utility industry through the greatest construction program in its history. This is not an industry where a choice can be made between meeting this demand or postponing construction until construction costs may be lower. The industry's obligation to serve its customers is such that it must do everything possible to get the new capacity built and in operation in time to meet the anticipated electrical loads.

Faced with this tremendous expansion program, the electric industry began, immediately after the war, attempting to secure the necessary manpower to fill its need for not only construction men but, more importantly, the men who will operate and maintain these expanded facilities in the years to come. In doing so the industry naturally turned to the colleges, especially the engineering colleges, and found itself in competition for technical

men with all other industry at a time when technical graduates were in particularly short supply.

In competing for college graduates the industry found that it was not as highly regarded as a place to work as it had formerly been on college campuses. This fact was developed in some detail by surveys of college opinion in which college officials and college faculty were asked to give their ideas about the electric utility industry as a career. These surveys opened the eyes of electric utility men to the fact that they were not doing everything they should to attract ambitious and capable college graduates.

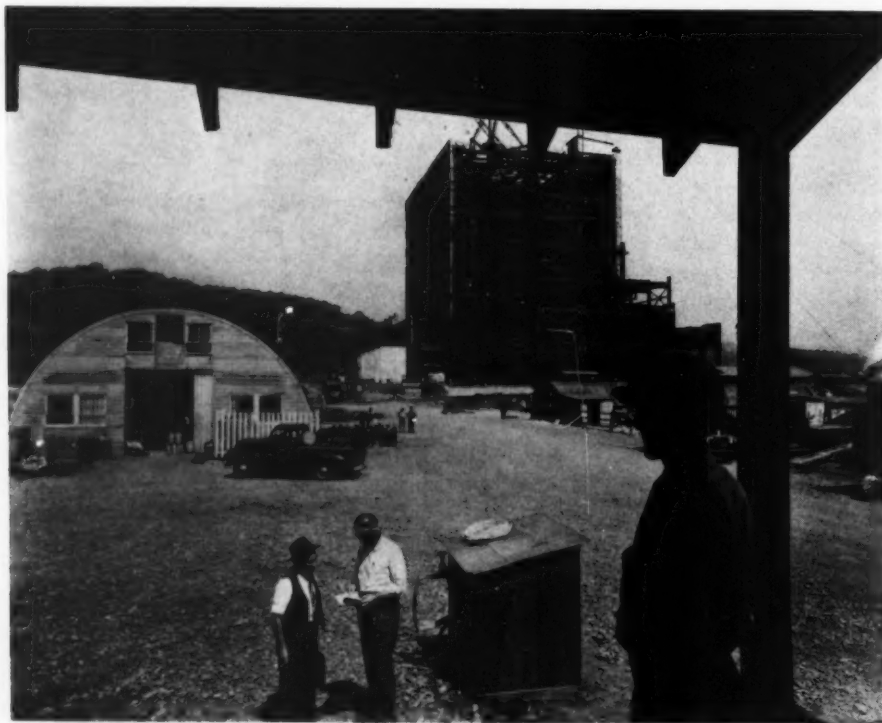
It developed, for example, that starting salaries were considered too low by most stu-

dents and that the opportunities for progress in the electric utility industry were not favorably regarded.

It developed that the college campuses were little aware of the possibilities for future growth of the electric industry. It was looked upon as a stable and secure type of business but not one which had interesting opportunities ahead.

It also developed that the recruiting practices of many electric utility companies suffered by comparison with many other aggressive and forward-looking industries.

This whole problem was given careful study on behalf of the industry by a committee of the Edison Electric Institute, the trade association representing most of the privately



ELECTRIC COMPANIES ARE RUSHING CONSTRUCTION OF HUGE GENERATING STATIONS TO MEET THE INCREASING DEMAND FOR SERVICE

owned electric companies in this country. These studies resulted in a report which offered suggestions on determining the need for college-trained men, on improved methods of recruiting, and on better ways to select and train college graduates. The purpose of this report was to suggest things which the individual companies could do which would result in their attracting and keeping more able college graduates, and which would at the same time improve their standing in the eyes of college faculties, college placement men, and college students. It suggested a more modern approach to the problem of recruiting which if followed will tend to overcome most of the unfavorable attitudes toward this industry as a career for college men.

During the past year many electric utility companies have thoroughly overhauled their plans for not only recruiting college men, but also their indoctrination and training. A formal period of indoctrination and training lasting from six months to two years is increasingly being offered to college men, and these training courses are being streamlined to permit the new men to get the necessary foundation and to get them into productive jobs as quickly as possible.

Flexibility in Starting Rates

Starting salaries have been raised to meet more nearly the competition although generally it is felt that this industry cannot and should not meet the highest rates offered by other industries. Stability of employment, with excellent opportunities for progress, are present to such a degree that competition does not have to be met on starting rate alone. Flexibility in starting rates to recognize advanced education or work experience, including experience in the armed services, is the general rule and is especially needed while so many graduates are veterans whose Army or Navy training may be largely, if not exactly, applicable to peace-time industry.

An important prerequisite for sound recruiting is a careful analysis of needs and future opportunities for college men. Such an analysis not only insures that men hired will have suitable opportunities for promotion, but also makes it possible for companies to spread their demands on the colleges over a period of years. More regularity in recruiting has advantages to industry and to the colleges and is more of a practicality for the electric utility industry than for many others because of its long-range stability of employment.

In the face of the present shortage of technically trained men, most utility company organizations are being carefully analyzed to see that present technical skills are being used as fully as possible, and to determine the manpower needs for expanded operations and for replacements. The present shortage of technically trained college graduates is causing companies to develop intensive training courses, through which present employees with practical knowledge and good basic aptitudes can be upgraded to fill positions formerly done entirely by men with engineering degrees. The industry is not likely to make the mistake it has sometimes made in the past of hiring too many college-trained engineers, because it has learned to plan more intelligently for its future manpower requirements and to see that there will actually be room for ambitious young men to make the progress their abilities warrant.

In addition to doing careful planning for its manpower needs and to providing higher starting salaries and better training courses for college men, the electric industry is also attempting to do a better sales job on college campuses. It needs to acquaint the college world with the fact that this industry is in a tremendous growth period and that its opportunities for technical advance, for new business methods, and for better management are greater than ever before. It no longer just

offers stability of employment—stability is there, more so than ever before—but there is the more exciting prospect for able and ambitious college men that the industry is growing and in that growth needs good men to fill jobs of responsibility as rapidly as they can develop to fill them. The electric power industry needs not only technical men, although for the majority of its jobs a technical education is desirable; it also needs men to solve its financial, public relations, employee relations, and other management problems.

Colleges have always cooperated fully with

the electric utility industry in attempting to meet its manpower needs and may be expected to continue to do so, especially as the industry makes its opportunities better known. Colleges may expect a continuous and better organized recruiting demand from the electric utility industry over the next several years, for the industry is well aware of its long-range as well as its immediate problem of getting college-trained men, and it recognizes that its managers and its leaders in the years ahead must come largely from the college graduates and undergraduates of today.



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American Business 7/48.

FOR SUPERVISORS ONLY

One of the most interesting publications to come to our attention recently is "BRIEF"—an internal magazine issued by General Electric Company for its foremen and supervisors. Robert L. Thayer, editor of the magazine, says of it: "This, like several other new programs for our supervisory personnel, is still in the development stage. We are beginning a reader poll . . . Unsolicited comments have been favorable . . . Big aims are attention value, strict avoidance of preaching, lightness without impudence, and factual accuracy."

"BRIEF" is published by the Employee and Community Relations Division for the Apparatus Department of G. E.; it is strictly professional in its format and appearance; uses two colors throughout; and is profusely illustrated with half-tones and sketches.

The Public Relations Journal 4/48.



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WHAT IS AN ACTUARY?

PAUL T. ROTTER, *Actuarial Officer*
Mutual Benefit Life Insurance Co., Newark, N. J.

In addition to his other duties, Mr. Rotter has the responsibility for that company's actuarial training program.

A native of Kansas, Mr. Rotter graduated from Harvard Summa Cum Laude in Mathematics in 1937, and is a member of Phi Beta Kappa. He is a Fellow of the Actuarial Society of America and the American Institute of Actuaries and serves on the Joint Education and Examination Committee of these two bodies.

Mr. Rotter was in the Army for four and one-half years during the war. Most of this time was spent making statistical analyses of the operation and effectiveness of Army material.

THIS question, explicit or implicit, was the one most frequently asked me by placement officers, students, and professors alike, during trips in the past two years to more than twenty-five colleges. Because of the wide variety of duties performed by men in the actuarial field, it was also the most difficult to answer. These duties may vary from those of a student in an insurance company, to those of actuarial executives. In some insurance companies actuaries may also serve as comptroller, secretary, financial officer, underwriter, or president. Accordingly, in answering this question, it is necessary to describe not only the duties which are the primary responsibility of the actuary, but also to indicate the wide variation in these responsibilities, as well as the trend in recent years toward specialization in other fields in the insurance business.

Many of the college students to whom I talked thought that an actuary was an individual wearing a green eye shade, who worked in a small cubby hole near a lamp which hung by a long cord from the ceiling. Nothing could be farther from the truth.

Almost all insurance companies who hire young men with the expectation that they will satisfactorily complete the required course of study for the actuarial profession place as much emphasis, if not more, on personal qualifications and capacity for leadership as on technical training. Essentially,

the actuary is a technically trained businessman. It is important that he be able to explain complicated matters in insurance to other business men and policyholders in language simple enough to be understood. It is of little value, then, that a man be technically qualified if it does not result in positive action and a favorable impression on his business associates, as well as on the policyholders and the public. The companies expend a great deal of money, effort, and time in the training of young men in the profession of actuary—a program that would not be warranted if a well rounded product did not result.

Course of Study

To explain what an actuary is, it is perhaps best to begin with the young man while he is still an undergraduate, and to describe the process of training which leads into the theoretical phase and its practical application in his chosen field. We will discuss the actuary who is trained in a life insurance company. Similar statements may be made in the case of actuaries employed in government, in consulting actuarial firms, or in insurance companies dealing with the casualty branches, such as fire and theft.

The great need which now exists in the life insurance business for men possessing qualifications needed to become actuaries, has resulted in a recent revision in the examinations jointly sponsored by the Actuarial Soci-

ety of America and the American Institute of Actuaries. These two organizations have devised a curriculum leading, upon successful completion, to professional standing and full membership in the respective bodies. Several years ago it was a rare instance where the student was able to pass even the early tests while still in college. In order to make it possible for men to take the early part as undergraduates, there was a shift in emphasis and material covered. It is now both possible and desirable for a college student to complete the first three examinations by the time he graduates. The early examinations cover subjects which are similar in character to those a student may master through majoring in mathematics in most American colleges.

Since it is essential for all men who expect to progress in this field to be able to express themselves ably, and since there appears to be a correlation between aptitude in the more technical actuarial subjects and certain forms of written English, the first examination is a language aptitude test on reading comprehension and the precise knowledge and meaning of words and word relationship. The second and third examinations cover algebra, trigonometry, analytical geometry, calculus, probability, statistics, and finite differences. All these subjects are customarily taught in American colleges, with the exception of finite differences, which may be learned by self-teaching.

The remaining five examinations, which are more advanced in character and which require practical experience in this line of work, cover such topics as construction of mortality tables and monetary tables based thereon; life insurance underwriting; investment and economic problems; and calculation of insurance premiums. The equitable allocation of dividends, life insurance accounting and life insurance law, as well as the study of group insurance, social insurance, and pension plans are also included. This is not a

complete description, but it gives some idea of the wide variation in subject matter which is necessary in order to prepare satisfactorily for this profession.

Upon completion of the first five examinations the student may become an Associate of either or both of the two actuarial bodies, and upon completion of all eight of the examinations, a Fellow and full member.

The number of years normally expected for the completion of this course ranges from five to eight years, depending upon the student and the amount of time which he devotes to its preparation. Because of the length of time which is required to become a Fellow—comparable, as a matter of fact, to that needed in the study of law or medicine—it is particularly desirable for the student to complete part, at least, of the first three examinations while still in college. This enables him to start his practical work with a fuller knowledge of the theoretical aspect, and consequently, a broader and more satisfactory approach to his office work is possible.

Office Training

The companies which have a definite program for developing their younger men in this field arrange to give them training in most sections of the actuarial department, as well as some experience in other departments. This enables the student to get on-the-spot information regarding the practices and procedures of his own company, while developing during his course of study the book learning necessary for full comprehension.

This method of training has had excellent results in the past and undoubtedly will continue to be used. It is customary in some companies, for example, to establish a definite schedule for moving the student from section to section. As he progresses in his office work and in the collateral training gained by the preparation for the examinations, he obtains broad and intense experience in many

of the insurance problems with which his company and the industry are concerned.

Responsibilities of the Actuary

A recent booklet prepared by the actuarial profession sums up the actuary's work as follows:

"It is the actuary who is responsible for calculating the premiums a life insurance company must charge and who prepares the tables of death rates upon which such calculations are based. In actual practice his duties cover a much wider field than such technical responsibilities. They include the decision as to what benefits shall be contained in life insurance policies and how much money must be set aside from year to year to guarantee the payment of such benefits many years in the future. The actuary must analyze the sources of earnings under policy contracts so that he may determine proper rates of dividends. He investigates the effect on mortality of various physical impairments, hazardous occupations, and other unusual risks, and in collaboration with the medical officer determines the basis for accepting or rejecting applicants for insurance. Because of his broad fundamental training the actuary of a life insurance company usually has an important part in developing the general executive policies of the company. Although he cannot operate without a thorough knowledge of the mathematical basis of life insurance, essentially he is a businessman rather than a mathematician. Not the least of his duties is to explain complicated problems to other businessmen and to policyholders in language clear enough to be readily understood."

The point mentioned above which is particularly worthy of emphasis is that essentially the actuary is a businessman rather than a mathematician. If this point is understood, more properly qualified men can be attracted

to a profession for which they are particularly suited; and some of the others, who expect that they will be able to apply the more advanced philosophical fields of mathematics in actuarial work, will be saved from disappointment. There are within the profession, men who could easily qualify as mathematicians in the truest sense of the word and who are also excellent actuaries, but this combination of qualities is not an absolutely necessary requirement.

Specialization

It is not uncommon to find that the actuary specializes in various fields of his profession upon the completion of his general training. For example, he may be concerned with the ordinary, industrial, or group branches, and within any of these major subdivisions he may be concerned primarily with a specific part. He may be an actuary associated with an in-

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insurance department of one of the states. In this position he would supervise the valuation of the policies of companies domiciled in his state and be responsible for determining that various legal requirements have been met. He might be associated with the federal government, specializing, for example, in social insurance, national service life insurance, or pension plan review work in the Bureau of Internal Revenue.

Other actuaries are working for consulting firms, or doing their own consulting work in valuing the benefits provided by various fraternal, governmental, or other associations. They may also act in an advisory capacity for such organizations and for small insurance companies.

Need for Actuaries

It is interesting to note that while there are fewer than 600 Fellows of the two actuarial organizations, there are more than 350 life insurance companies in the United States and Canada. In addition to these insurance companies, some of which maintain a large actuarial staff, the various state supervising bodies and the federal government require the services of qualified actuaries.

It is clear from this that the field is far from being crowded. As a matter of fact, the demand for actuaries is so great that the needs which now exist are not likely to be filled for many years. This is true for several reasons, first of which is the present demand, coupled with the fact that most companies are growing in size and, as is the case with other activities in our civilization, the business is continually becoming more complex. Moreover, as mentioned above, there is a

growing tendency for men initially trained as actuaries to move on to other spheres of activity in insurance offices, particularly in the administrative, accounting, underwriting, and investment field. As a result, a considerable number of actuaries fill high executive positions. Furthermore, the increasing trend in business toward pension and retirement plans has increased the number of actuaries in the consulting field.

Contrary to the experience of men studying law or medicine, the student who starts an actuarial career is paid an adequate salary even during the training period. This past year these beginning salaries have varied between \$2,000 and \$3,000 per annum, depending upon the company and its training policy and requirements. A student who has completed the first five examinations to become an Associate, and who has had five years practical experience, is earning, at the present time, between \$4,000 and \$5,000 per annum, depending on his own ability and his company.

Most companies select students on the basis of their college work and personality characteristics. Some companies have designed examinations to measure the latter, as well as mathematical tests. This procedure assures a more uniform selection from among the many colleges. Since the war, companies have actively undertaken to select qualified young men for training in this profession. This recruiting is likely to continue for many years.

A future as an actuary offers to the young man who has the ambition to meet the challenge of hard work a very interesting and satisfying career.



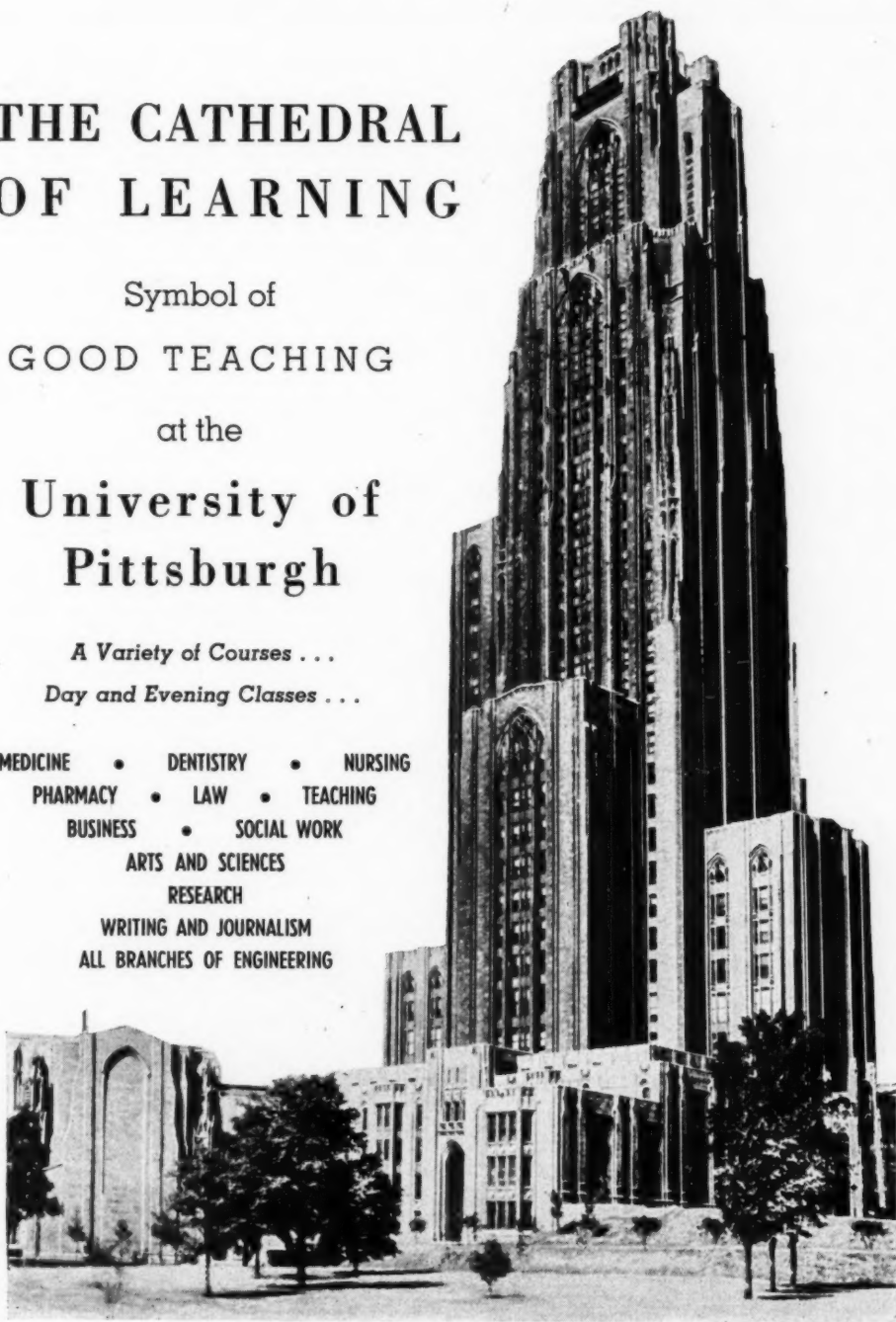
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BERTRAND W. HAYWARD, *Director*
Philadelphia Textile Institute, Philadelphia, Pa.

Dr. Hayward has served as teacher, coach and principal in Maine schools, including Millinocket and Sanford. He was visiting lecturer on Secondary Education at the University of Connecticut during the summer of 1946 and the following year at Harvard University.

He has held many important posts in community activities such as the U.S.O., American Red Cross, Kiwanis and Rotary Club in Sanford, Maine, and Fitchburg, Massachusetts.

Mr. Hayward has written articles for Secondary Education, Social Activities, Maine Teachers Digest, Harvard Educational Review, The Clearing House, and The English Journal.

A graduate of Colby College, Waterville, Maine, Mr. Hayward received his M.A. degree from the Teachers' College, Columbia University, and was admitted to doctorate study at Harvard University in 1945.

Mr. Hayward is a member of the Kappa Phi Kappa and Phi Delta Kappa honorary fraternities, the Engineers Club of Philadelphia, National Education Association and the Philadelphia Rotary Club.

TEXTILE education in America began with the establishment of the Philadelphia Textile School in 1883. After the Philadelphia Exposition of 1876 it was clear to everyone that foreign textiles were markedly superior to our American products. A group of public spirited men, The Philadelphia Association of Textile Manufacturers, decided that America could train the textile experts necessary to bring American textiles to world preeminence. Thus was born the Philadelphia Textile School, now the Philadelphia Textile Institute. The Institute now awards a B.S. degree in textile engineering. Today American textile superiority is known throughout the world. Quite naturally, since it was established for this very purpose, the Philadelphia Textile Institute is accorded its share of credit for this advance. Today its graduates comprise practically a Who's Who in the textile industry. All through the years, too, its relationship with the Philadelphia Textile Manufacturer's Association has been a close one. Rinaldo Lukens, now president of that association, is vice-chairman of the Board of Governors of the Institute. Many other members of the association are on the Board of Governors of the school as are several graduates of the school. F. Everett Nutter, a graduate of Philadelphia, is chairman of the

Board. The complete list of Board members and their positions in industry follow:

CHAIRMAN: F. Everett Nutter, V. P.
Goodall-Sanford, Inc.

VICE CHAIRMAN: Rinaldo A. Lukens, V. P.
Continental Mills, Inc.

Millard D. Brown, Pres.
Continental Mills, Inc.
James Marshall Cole, V. P.
Cold Spring Bleachery
David S. Cook, Pres.
Highland City Mills
Clarence Ederer, V. P. and Treas.
Ederer, Inc.

Theodore B. Hayward, Mgr.
Wool Dept., Swift & Company
M. Earl Heard, V. P.

West Point Mfg. Company
R. Sturgis Ingersoll, Pres.
Philadelphia Museum of Art
Everett L. Kent, Pres.

Kent Mfg. Company
Gerome Leonard, Pres.
Gerome Leonard Company
Carl C. Mattmann, Jr.
Textron, Inc.

Russell C. Osborne, V. P.
Rider Osborne-Devine, Inc.
Staunton B. Peck, Chairman of the Board
School of Industrial Art
H. Wickliffe Rose
American Viscose Corp.
Edgar L. Schlesinger
United Merchants & Mfrs., Inc.

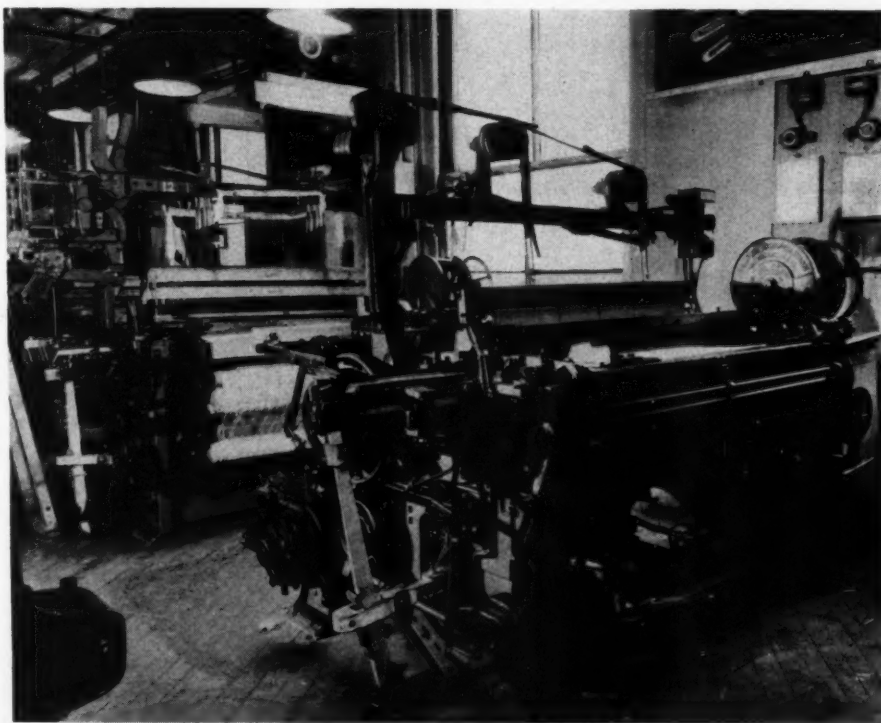
Frederick H. Schloss, V. P.
Darlington Fabrics Corp.
Robert A. Smith
American Viscose Corp.
Paul Whitin, Jr., Pres.
High Pine Weavers
Frank Zurn, Pres.
Alco-Zander Company

Textile education has become an exciting part of our American educational program. In addition to Philadelphia there are now these other textile schools:

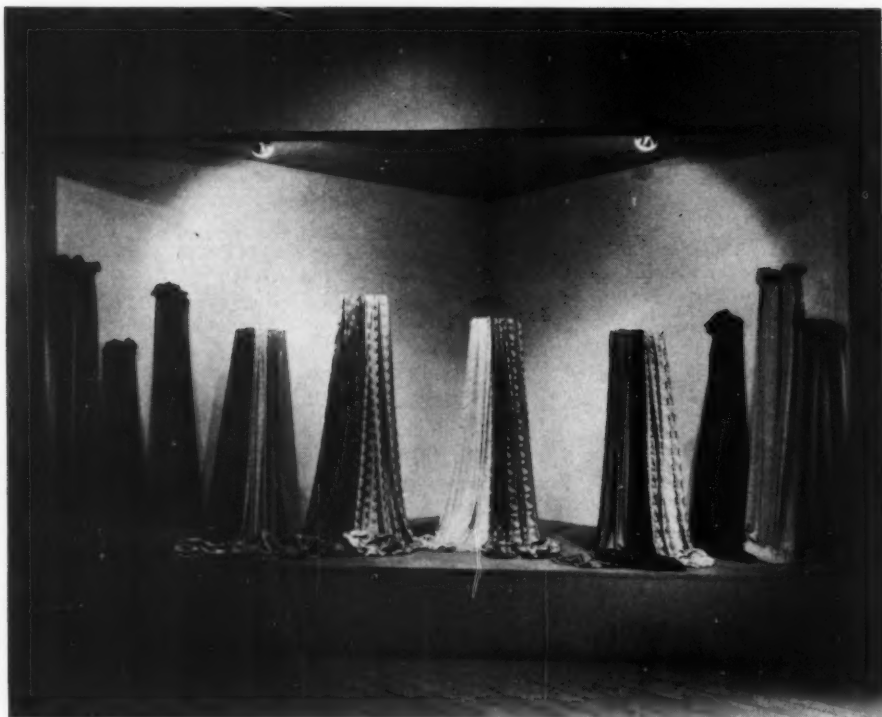
Alabama Polytechnic Institute
Auburn, Alabama
Bradford Durfee Technical Institute
Fall River, Massachusetts
Clemson College Textile School
Clemson, South Carolina
Georgia School of Technology
Atlanta, Georgia

Institute of Textile Technology
Charlottesville, Virginia
Lowell Textile Institute
Lowell, Massachusetts
Mass. Institute of Technology (Textile Div.)
Cambridge, Massachusetts
New Bedford Textile Institute
New Bedford, Massachusetts
North Carolina State College
Raleigh, North Carolina
Rhode Island School of Design
Providence, Rhode Island
Texas Technological College
Lubbock, Texas

Perhaps one of the clearest statements of what a textile institute seeks to do may be found in the following report of the curriculum committee at Philadelphia. Although this was prepared exclusively for the Phila-



THE DRAPER AUTOMATIC LOOM, COTTON LOOM, AND THE DRAPER DOBBY WERE USED IN THE PRODUCTION OF RAYON



A DISPLAY OF A FEW PIECES OF FABRICS PRODUCED BY THE STUDENTS

delphia Textile Institute it probably would be accepted with minor revisions by most of the other textile schools listed above.

What Is a Textile Institute?

A Textile Institute is a college which has the fortunate advantage of preparing students who have clearly recognizable purposes. This provides such a school an excellent opportunity to plan an educational program around similar, equally unambiguous objectives.

Our students attend the Philadelphia Textile Institute in order to: learn the fundamental principles of textiles; acquire technological skill to the extent that improved techniques may result in certain phases of the industry; learn to recognize problems; learn

to organize methods of attack upon these problems, and become able to solve them as effectively as possible.

If, as a textile institute, we emphasized nothing but techniques we should be a trade school and could not reasonably be expected to contribute even to the improvement of techniques, let alone to the recognition and solution of complex problems. On the other hand, as a textile institute, if we were concerned chiefly with pure science and with academic courses we should be copying the traditional model of liberal arts education. Therefore, the Philadelphia Textile Institute is not a trade school, nor a traditional college. It seeks to find the right blend of purposeful training and general education, of specialized

study and the understanding of principles. In addition, since in every attack upon a problem more is involved than mechanics, or even logic, for emotional elements always play their part, it follows that an education for leadership in any field of activity must be concerned with the total personality of a student rather than exclusively with his technical or intellectual abilities. To this end we wish to organize the educational experiences in all aspects of student activity for the promotion of the most effective development possible to each individual student.

At Philadelphia we want our students trained in the best of present techniques, but we want them also constantly to keep alert to possibilities for improvement in textile processes. We want students educated to discover where the roots of problems lie so that they can extirpate the difficulties that may beset their organizations.

As careful studies have made increasingly clear, an important factor in production is the ability of a leader to promote cooperative attitudes through his understanding of sound principles of human relationship. This is evidence of the correctness of our belief that general education is as essential to the advancement of our graduates in their specialized activities as it is to the achievement of harmonious community living. Because of the clearer purposes inherent within our educational program we can conduct our classes so that studies for living and for making a living are revealed as being equally essential for any economically competent, well integrated individual. All of the courses we offer are of collegiate quality and level. Whether they are general or specialized they are taught to assist our students to become, eventually, effective executives in their chosen careers.

Under the goals we have set for ourselves our instructors select the most significant information, the most applicable skills, and attempt to interlace with them the basic

elements of cultural development. It is our plan to organize and present course content, classroom, laboratory and school experiences so that our ultimate product is an educated individual equipped with the particular fundamentals essential for his success as a textile engineer.

Specialized education is vocational and professional. General education is civic and social. The great criticism of liberal education has been that, while it prepared a man to live a full life, it provided him with too little actual competence to support such a life in the modern industrial world. The criticism of special education has been that, although it developed skilled technicians who were competent enough in earning a living, these men

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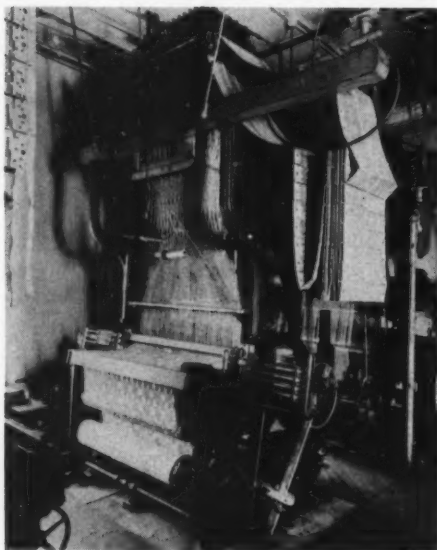
HARRY W. JONES, Vice President

THE MUTUAL BENEFIT LIFE INSURANCE CO.

Organized in 1845

300 Broadway

Newark, N. J.



A VIEW OF THE JACQUARD LOOM, SHOWING PATTERNS DEVELOPED AND CARDS CUT BY THE STUDENTS. ALMOST ANY DESIGN CAN BE CUT AND WOVEN ON THESE MACHINES

were, unfortunately, too frequently blind to social forces and deaf to the call of civic responsibility. It should not be impossible in an educational program of four years duration to develop technical and economic competence in persons who will also come into possession of "the common knowledge and common values on which a free society depends".

This is the goal we have set for ourselves at the Philadelphia Textile Institute.

Another contribution to textile education is the following definition of a textile engineer. This definition also originates with the faculty of the Philadelphia Textile Institute.

"A textile engineer is an individual who, well versed in the fundamental principles of science, applies these principles to the raw materials, equipment and processes required for the development and construction of marketable fabrics".

The courses offered in the various schools follow:

ALABAMA POLYTECHNIC INSTITUTE

School of Textile Technology

Auburn, Alabama

Textile Engineering . . . Four Years—Degree B.T.C.

Textile Chemistry . . . Four Years—Degree B.T.C.

BRADFORD DUFFEE TECHNICAL INSTITUTE

Fall River, Massachusetts

General Textile Manufacturing,

Three Years—Diploma

(cotton and synthetic fibers)

Chemistry and Dyeing . . . Three Years—Diploma

(includes Finishing and Printing)

Engineering Three Years—Diploma

(Chemical, Civil, Electrical, Mechanical

Options)

Engineering, Science and Textile

Subjects Four Years—B.S.

(subject to certain conditions)

Freehand Drawing Three Years—Certificate

Textile Technology Two Years—Certificate

Specialized Industrial Evening Extension

Courses in Engineering, Science, and Textiles leading to diplomas or certificates

(not of college grade).

CLEMSON AGRICULTURAL COLLEGE

Clemson, South Carolina

Textile Engineering . . . Four Years—B.S. in T.E.

Textile Manufacturing,

Four Years—B.S. in T.M.

Textile Chemistry and Dyeing,

Four Years—B.S. in T.C.

GEORGIA SCHOOL OF TECHNOLOGY

A. French Textile School

Atlanta, Georgia

Textile Engineering . . . Four Years—B.S. in T.E.

Textile Chemistry and Dyeing,

Four Years—B.S. in Textiles

Textile Manufacturing,

Four Years—B.S. in Textiles

Evening School Extension Courses, two

years leading to a certificate

LOWELL TEXTILE INSTITUTE

Lowell, Massachusetts

Textile Engineering,

Four Years—Degree B.S. in T.C.

(Three Options—General, Engineering, Sales)

Chemistry and Textile Coloring,

Four Years—Degree B.S. in T.C.

Textile Manufacturing,

Four Years—B.S. in T.M.

(Four Options—Cotton, Wool, Synthetics, Design)

Specialized Evening Courses in Textile Engineering, Manufacturing and Chemistry subjects leading to certificate or diploma.

NEW BEDFORD TEXTILE INSTITUTE

New Bedford, Massachusetts

Textile Engineering Four Years—B.T.E.

Textile Engineering Three Years—Diploma

Textile Chemistry Four Years—B.T.C.

Textile Knitting Four Years—B.T.E.

Mechanical Engineering

Major in Machine Design... Four Years—B.S.

Machine Shop and Drafting,

Two Years—Certificate

Textile Technology for Girls,

Two Years—Certificate

NORTH CAROLINA STATE COLLEGE

School Textile

Raleigh, North Carolina

Textile Manufacturing,

Four Years—B.S. in Textiles

Textile Management,

Four Years—B.S. in Textiles

Textile Chemistry and Dyeing,

Four Years—B.S. in Textiles

Textile Weaving and Designing,

Four Years—B.S. in Textiles

Textile Yarn Manufacturing,

Four Years—B.S. in Textiles

Knitting Four Years—B.S. in Textiles

PHILADELPHIA TEXTILE INSTITUTE

Philadelphia, Pennsylvania

General Textile Course, Four Years—B.S. in T.E.

Knitting Four Years—B.S. in T.E.

Textile Chemistry, Dyeing and

Printing Course Four Years—B.S. in T.E.

Silk and Rayon Course, Four Years—B.S. in T.E.

General Textile Course... Three Years—Diploma

Knitting Three Years—Diploma

Chemistry, Dyeing and Printing

Course Three Years—Diploma

Evening Courses in General Textiles and

Chemistry, Dyeing and Printing,

Certificate of Proficiency

RHODE ISLAND SCHOOL OF DESIGN

Providence, Rhode Island

Textile Engineering with Majors in:

Synthetic Yarn and Cloth Manufacture,

Four Years—Degree B.S.

Cotton Yarn and Cloth Manufacture,

Four Years—Degree B.S.

Wool Yarn and Cloth Manufacture,

Four Years—Degree B.S.

Textile Design (Woven and Print Goods),

Four Years—Degree B.F.A.

Clothing and Fashion (Design and

Construction) Four Years—Degree B.F.A.

Specialized Evening Extension Courses of

one, two, or three years leading to a cer-

tificate.

TEXAS TECHNOLOGICAL COLLEGE

Lubbock, Texas

Textile Engineering ... Four Years—B.S. in T.E.

Chemistry and Dyeing Option,

Four Years—B.S. in T.E.

Weaving and Design Option,

Four Years—B.S. in T.E.

Opportunities Numerous

Opportunities in the textile industry are numerous and remarkable for their diversification. Young people who are properly prepared can assume positions of leadership in practically all branches of the industry. To mention a few there are opportunities for merchandisers, salesmen, designers, chemists, laboratory technicians, overseers, accountants, engineers, personnel department employes, efficiency and machine operation experts, time study men, product development men and many more.

The booklet *Opportunities for Trained Men and Women*, published by The Textile Foundation reports on the broad sweep of the textile industry:

"Textiles, one of the oldest industries in civilization, was long developed around nature's raw materials—the fibres of wool, cotton, silk, flax, etc. Today with the coming of man-made fibres such as rayon, nylon and other chemically prepared materials, a new era awaits the industry. For these new fibres combined with the older fibres or adapted to specialized manufactured goods, have greatly widened the market for textile products, not only in the standard field of clothing, carpets, draperies and other domestic uses, but they find application to great new industries. Rubber tires for example are a textile fabric im-

pregnated with rubber, and millions of pounds of cotton and rayon are used in their construction each year. Highly diversified fabrics for industrial uses for filtering, screening and dozens of other uses are manufactured, and textiles in combination with plastics are available for house construction, window screens, airplanes, automobiles and many other products. The inventor, the designer, the manufacturer, small and large, find opportunities for building successful businesses in the textile field.

All this development means opportunities for trained men and women—trained in chemistry and physics for research and production; trained in engineering for invention, manufacture and operation of specialized machinery; trained in style, color and design to meet the individual tastes of millions of consumers; trained in economics and methods of management for the handling of labor and materials and machinery.

Six Divisions

There are six great divisions of the textile industry employing men and women with specialized training and experience:

1. First is the division of Raw Materials, including wool, cotton, silk and man-made fibres. This division needs men and women trained in technical and supervisory work. Industry employs thousands.
2. Next is the Yarn Manufacturing section, with its many sub-divisions, covering natural and man-made fibres, needing trained men and women for new manufacturing techniques, marketing and sales.
3. The third is the Fabrics Manufacturing Section, with hundreds of plants requiring technical and supervisory personnel trained in fabrics development, style, design and color chemistry dyeing and finishing.
4. Fourth includes fabrics for wearing apparel, decorations and household uses, with hundreds of plants and cutting establishments and with the same needs for trained man power, especially in color, design and style and fabric construction.
5. The fifth and rapidly growing field is the production of fabrics for industrial and mechanical use, involving research—new uses, new products, new materials—adapted in hundreds of ways for the specialized needs of industry—artificial leather, roofings, wall coverings, awnings, linoleums, power belting, automobile tires and fabrics. A field for ingenuity and research and imagination in design, production and specialized knowledge of adaptability of fibres and fabrics to hundreds of new uses.
6. Finally the field of marketing and merchandising—wholesaling and retailing, in which knowledge of materials and practical methods of manufacture support the success of the individual in the distribution and sale of hundreds of classes of textile goods. Trained textile men and women in this very large division of the industry become proprietors, executives, technicians, superintendents, and trained specialists in many fields.” (From *Opportunities For Trained Men and Women in the Textile and Related Industries*, a publication of the Textile Foundation for the National Council of Textile School Deans. Copies of this booklet may be secured from Edward T. Pickard, Kent, Conn.)

The facts presented seem to indicate that a textile education is of great value today in preparing for leadership in one of America's greatest and most exciting industries—textiles.

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LUTC—A PROGRAM FOR DEVELOPING SKILL IN LIFE UNDERWRITING

EDMUND L. G. ZALINSKI, CLU Managing Director
Life Underwriter Training Council, New York, N. Y.

Edmund L. G. Zalinski is Managing Director of the Life Underwriter Training Council, an independent nationwide organization engaged in education and training activities for the field agent.

Born in Salt Lake City, Utah, he entered the life insurance business in 1938 as agent for the New York Life Insurance Company. Appointed manager on January 1, 1942, he directed three branch offices in New York City with progressively greater responsibilities, and was later placed in charge of the company's agency affairs in the State of Connecticut, where he doubled the company's production of new business in his first year. He received the C.L.U. designation in 1941.

An economics major at Cornell, Mr. Zalinski made a survey of undergraduate employment which is still in use, reorganized the Student Council, established a \$125,000 per year restaurant business for financially embarrassed undergraduates, and directed many other student activities.

At the Graduate School of Business Administration at Harvard University, he concentrated in sales management, and was awarded the degree of Master of Business Administration in 1938. He was a co-founder and first president of the Harvard Fireside Club. In 1944 New York University awarded him the degree of Doctor of Philosophy with honors in the field of industrial management.

Mr. Zalinski has served as a lecturer on the faculty of New York University and instructed C.L.U. classes. He has appeared as a speaker before many insurance organizations. He is a member of the Harvard Club of New York and a Director of the Graduate School of Business Administration Alumni Association of New York University.

THE Life Underwriter Training Council was established in 1947 by the American Life Convention, Life Insurance Agency Management Association, Life Insurance Association of America, and the National Association of Life Underwriters.

To an extent unusual in the life insurance business which is noted for its cooperation, the LUTC has the backing and support of all segments of the industry. Over 600 individuals worked to make Section I of the Course available in October to approximately 2,000 fieldmen in 48 communities throughout the east and south.

An eight-man board of trustees under the able direction of its chairman, Vincent B. Coffin, CLU, Vice President of the Connecticut Mutual, decides all questions of policy and governs the activities of the headquarters staff which is composed of eight members, with Levi E. Bottens, CLU, in charge of administration and Pasquale A. Quarto, C.L.U., who at present is engaged in preparing Section II.

The Content and Techniques Committee, under the chairmanship of Benjamin N. Woodson, CLU, Executive Vice President of the Commonwealth Life, Louisville, Kentucky, works closely with the headquarters staff and critically reviews all matters pertaining to the content of the Course.

The Case Studies Committee, headed by Chairman Francis T. Fenn, C.L.U., has done an outstanding job in collecting over two hundred cases from all parts of the country.

The contributors to the Course content include more than 120 companies, publishers and individuals.

The direction of the LUTC Course in each city rests in the hands of a local LUTC Course Committee which is responsible for recommending instructors, publicity, the screening of prospective students, collection of tuition fees, the choice of classrooms and the supervision of classes. The members of these committees, comprising more than 275 leading field men and home office representatives from over 70 companies, were nominated to the

board of directors of each local life underwriters association by a special nominating committee composed of the association president, the chairman of its committee on education and training, the president of the general agents and managers association, the president of the CLU chapter and representatives of local life insurance companies. The committees themselves consist of nine persons: six elected by the Board of Directors, 2 for one year terms, two for two year terms and two for three year terms. The association's chairman of the committee on education, its secretary and treasurer serve as ex-officio members.

On-the-Job Training Course

The LUTC is a practical, two-year, on-the-job training Course, composed of 25 weekly 2½ hour classes from October to May each year, of equal value to the experienced life insurance agent who wants to increase his

production, and to the ambitious newer agent who has completed company courses but wishes to forge ahead until he reaches his full potential.

Section I, which is offered this fall in 48 states in the east and south, is devoted to the personal uses of life insurance, programming, the business efficiency of the agent and more effective selling. Section II, in which experimental classes will be run in the New York area, includes estate analysis, business insurance and mass coverages.

The text material for the LUTC Course has come from three sources. Much of it has been written especially for the Council by authorities in various fields. Other parts have been selected from the training manuals of various companies and publishers. These writings have been carefully edited and combined with that which has been prepared by the LUTC staff on the basis of careful research and study.

Now is a good time to investigate the attractive career-building opportunities which the life insurance business offers to men and women qualified for them.



Massachusetts Mutual
LIFE INSURANCE COMPANY
Springfield, Massachusetts
ORGANIZED 1851

Over 250 illustrations and drawings are being used to visualize the text. The ideas for these have been prepared by Karl E. Ettinger, a prominent public relations counselor, and the art work has been done by Richard A. Loederer, a well-known commercial artist.

Section I will consist of five 8½" x 11" manuals, and two case books. The first is entitled "*YOUR PRODUCT—Analytical underwriting*" and includes Analytical Underwriting, How Life Insurance Operates, the Anatomy of the Life Insurance Contract, Policy Plans, The Service of Weekly Premium Life Insurance, Settlement Options, Social Security, NSLI and Government Death Pension Benefits, Federal Income, Gift and Estate Taxes, and the Principles of Programming. The others will be "*YOUR CUSTOMERS—Why People Buy Life Insurance*" covering the Executor's Fund, The importance of Continuous Income, Retirement Income, Educational Insurance, Provision for Grown Children, Mortgage Insurance, Gifts Through Life Insurance, Bequest Insurance, Changing Needs, Insuring Labor Value, Life Insurance as Property and Increased Spendable Income Through Life Insurance; "*YOUR PRESENTATION—The Sales Process*" comprising the Buying Cycle, Your Sales Talk, Selling Policies vs Meeting Needs, Planning and Stating the Recommendation, Selling the Recommendation, Selling Larger Policies, Closing Difficult Sales, How to Hold the Buyer and Cash with the Application; "*YOUR JOB—You as a Businessman*" composed of Life Underwriting—a Professional Enterprise, The Legal and Tax Status of the Agent, From the Application to the Policy, Risk Appraisal, The Fundamentals of Self-Improvement, Public Relations and Prestige, Personal Finances, The Agent's Partner—His Wife, The Art of Planning, Records—Their Analysis and Use, Scientific Management, Time Control, Organized Prospecting, and The Agent in His

Daily Business Life; "*YOUR MARKET—Where and How to Find the Buyer*" including The Advantages of Building Markets, A Sociometric Approach to Life Insurance, Evaluating the Market, Specific Markets, Prospecting Within a Market, Digging Out Prospects, Use of the Nails and Use of the Telephone.

The \$50 tuition fee for each Section of the Course covers registration, text material, instruction, examinations, pocket cards for those who successfully complete one Section, and certificates suitable for framing for those who have completed both Sections. Ranging from the largest combination to the medium sized ordinary, many companies are planning scholarships for their agents. In addition, many general agents and managers are also willing to pay the enrollment fee.

Purpose of Course

The purpose of the Course is to develop skill in life underwriting by the study and class discussion of actual, typical cases reported from the field exactly as they happen, together with the finest text material gleaned from the industry. A minimum of two and one-half hours preparation for each class is required. Group discussion, guided and presided over by the instructor, is the usual method of procedure. The emphasis is placed upon drawing from the student his appraisal of the problem and his solution based on the evidence presented.

Agents must find the answers to questions like these: What should be done? Why? How do you get it done? What facts would you like to have before you decide what to do? What risks are involved in your decision and what alternative action can be taken if existing conditions change? Gradually under this method of instruction, the agent acquires the ability to recognize a problem, the knowledge necessary for its definition and the training needed for its solution.

Periodic meetings will be held with managers whose agents are enrolled in each community to which the Course is extended. Managers will also be provided with a guide which will keep them informed and enable them to supervise the preparation of their agents.

Regional conferences for instructors will be held in October, at LUTC expense, and they will be provided with complete procedure guides. The services of outstanding trainers have been secured in each locality to which the Course will be extended.

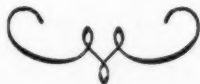
Over 200 cases have been obtained from all parts of the nation. They have been secured from both ordinary and combination company agents, from \$100,000 producers and \$1,000,000 producers. They have been provided by agents who specialize in package sales, programming, business insurance, group, salary savings and pension trusts, and include sales to meet almost every known life insurance need. There are actual cases which give the history of one sale all the way through from the source of the prospect, the approach, a digest of the fact-finding interview, the closing interview, the amount and kind of insurance sold, to the post-sales service. There are cases in client growth which present the story of repeat sales to the same individual and show the steps which should be taken to hold a clientele. There are sales operations cases which give the prospecting, sales and business methods of various agents, including how they plan, state and sell the recommendation. There are market research cases which indicate the various ways in

which successful agents have developed markets of their own.

Course to Reflect Current Sales Conditions

The case method is used because it deals with the prospect and the agent rather than general principles which are hard to understand and difficult to apply. Cases are colorful and easily understood; the ideas and methods presented in them can easily be used by other agents. They prevent both instructors and students from discussing overall generalities and keep them constantly in touch with the realities of specific problems. Since new cases will be introduced each year, the Course will always reflect current sales conditions.

Every two weeks a special project will be assigned in addition to case studies and text material. These projects are just as important as reading assignments and case problems. They include the Information Index, and objective type test, from which agents can learn where their knowledge of life insurance requires strengthening. The Sales Methods Index critically examines an agent's methods, highlighting his weaknesses in both prospecting and selling. The Social Interest Index measures the extent to which the agent has taken advantage of his natural markets. Other projects include practice sales cases, in which the facts are given and the amount and kind of insurance sold and the method of handling the sale must be developed by the agents; drill on settlement options, programming, Social Security and NSLI; and analyses of past sales and planning.





The University's Placement Service was established for the purpose of making the University a continuing factor in the lives of its Graduates. Its Divisions include Student Aid, the Student Agencies, the Placement of Seniors at the time of graduation, and the Re-Placement of Graduates in the fields covered by the thirteen Schools of the University.



A well organized free service rendered by the

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P H I L A D E L P H I A

FROM COLLEGE WHERE?

C. PIERCE TAYLOR, *District Manager*
Penna. State Employment Service—Philadelphia, Pa.

EACH day more employers and job-seekers are learning about the Clerical and Professional Office, a special office established by the Pennsylvania State Employment Service in Philadelphia, designed to service professional, semi-professional, managerial and all other "white-collar" and sales openings and applicants seeking these positions. No claims are handled in this office. It is solely to service such applicants seeking their proper niche, and to provide service to employers seeking the best qualified clerical and professional personnel. It is staffed by persons especially trained who are thoroughly familiar with the professional and "white collar" fields of work. Counselors and test experts are here to serve.

In most of the large metropolitan areas in the Country, the various State Employment Services have established such offices . . . Philadelphia, Boston, New York City, Cleveland, Pittsburgh, Detroit, Los Angeles, and San Francisco. Chicago has laid plans also and shortly will join the ranks of those cities now successfully operating Clerical and Professional Offices.

A Supplement to College Placement Office

The College Placement Office is an excellent institution and has proven its worth. However, many colleges do not have this facility. The Professional Office of the Employment Service can do much to assist college graduates in locating a suitable job where there is no such office, and to supplement the work of the office where there is one. While there are a large number of employers who go directly to the colleges, the cross-section represented is very small compared with the number of employers seeking personnel. Too often, with perhaps a dozen employers' representatives at a given college, offering positions that are attractive, forthcoming gradu-

ates, after brief discussions, "sign up". A few months later Bill Jones meets Tom Smith, and after talking over college days, discussion arises as to their respective jobs. Bill was one who accepted a job with the X. Company when its representative was on the campus recruiting. Tom liked the proposition offered but wished to look further before making a decision. So during their discussion Bill discovers that Tom is happily situated, with no desire to make a change, while poor Bill is wondering what is wrong with him because so many of his classmates are doing the very things he had wished to do, while he is dissatisfied.

Bill's case is typical. Too often persons hearing of opportunities in several companies, decide to enter the employ of one and live to regret it. Sometimes these people "make a break" and strike their proper stride before it is too late. Others develop inferiority complexes, blaming themselves for dissatisfaction but keep doggedly on; others wait too long to change to other fields, and then, being older, have developed responsibilities, and feel they are not in position to enter what would be a happier way of life for them.

In the Clerical and Professional Office of the Pennsylvania State Employment Service the needs of many, many employers are known . . . the particular qualifications needed are listed, the advantages of each company can be told. "To each his own" can be well applied here. The type of company that appeals to one man does not appeal to another; the type of work that appeals to one man does not appeal to another. So all openings for which a person is qualified are discussed with him. He, in turn, can weigh the advantages of each before making any decision. He can even go to visit these companies, have interviews with them, and then after considering



A VIEW OF THE CLERICAL AND PROFESSIONAL OFFICE, PENNSYLVANIA STATE EMPLOYMENT SERVICE, PHILADELPHIA

everything, enter the employ of one where his education and training will best serve and where he will be happy.

Many persons enter college who find, for various reasons, financial, etc. that they cannot conclude the course. There are also persons who take general courses in college and are prepared for several possible fields of endeavor. There are many who are undecided concerning the course which should be taken in college to prepare for a vocation. In these situations there is frequently doubt as to what field to pursue. This is where a very important phase of the work of the Clerical and Professional Office comes into the picture—Employment Counseling.

In this process, trained counselors go into

the case exhaustively with the person. There may be one counseling interview or there may be several, before the proper field of work is decided upon. This may be all that is necessary and the applicant may be on his way to success. On the other hand it may be necessary to plan a course of action to prepare for the chosen vocation or obtain a suitable job in the chosen field.

Aptitude Testing

In other cases, in order to find the proper course of action to pursue, aptitude testing is necessary. The applicant is tested for potentialities. For instance the results may indicate that he has ability to do creative writing and translating, and the following

types of positions would then be open to him: collaborator, continuity writer, script writer and so on. Or, the tests may indicate that he has a flair for copy writing and journalism, and then he would be best suited in the editorial field, or as a correspondent, reporter or copy writer. He may be a good mathematician and the tests would indicate that his abilities point toward the accounting field. He could then start in accounting work, or perhaps as a statistician or actuary assistant. Or, perhaps testing may indicate that the individual has an aptitude for engineering. And so the young man may decide upon an engineering course. In all, the particular aptitude test battery being discussed will show potentialities in twenty different occupational fields.

So much for the assistance rendered to those who need help in determining a suitable field of work.

Now let us assume that a suitable field of

work has been chosen and consider the service available in that situation.

The next step for the Employment Service is locating a specific job in the chosen field which will utilize the applicant's highest skills and abilities and which will render him maximum satisfaction in his life's work. Each day thousands of job opportunities are listed with the Employment Service by employers in all branches of industrial activity. These opportunities are discussed with the applicant. If those jobs currently on file are not deemed to be the best job for the applicant, every effort is made to obtain the most suitable job for him through the Employer Contact Program.

This is where the "Sales Representatives" of the Clerical and Professional Office enter the picture. A trained group of men visit employers daily to discuss their personnel needs and also to tell them about the types of persons available.

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In many instances individual records containing the educational history and personal qualifications are shown to employers.

Not only does the foregoing apply to the college graduates or to those who have had to drop out, but there are many college students wishing part-time positions for after-school hours to obtain practical experience while attending college. To these the Employment Service can also be helpful.

Another important service of the public Employment Office available to the college graduate or prospective college student is its Labor Market Information. Working closely with industry, much data is collected so that the present Labor Market situation can be accurately reflected and future trends predicted. Therefore, if a person considers entering a certain field which is over-crowded now, or where labor market data shows that this condition will obtain in a few years, the applicant can be told of the situation and thus be spared years of study and training, only to discover too late that he must turn to other fields to establish himself. In addition college graduates who have prepared for a given field of work or whose education will equip them to enter a number of different fields of work can obtain much helpful information to assist in selecting the specific activities in these fields which will be brightest.

Clearing System

Still another function of the Clerical and Professional Office which should be of assistance to the college graduate is the Clearance system operated by all State Employment Services. In many instances students attending college in the city come from homes some distance removed. They do not wish to wait until returning home after graduation to seek positions. In these instances, they can be registered in the office in their college town, given every service necessary. Then

their registration cards can be cleared to the office in that part of the Country where they will begin their career. Hence, after graduating they are ready to return home and start working.

There are in colleges at the present time many veterans whose education was interrupted because of the war and who have returned not sure of what they wish to do. Changing times and their own maturity may make them uncertain as to whether it was wise to follow their original course or having completed it, they are unsure of the best field of work to enter. The Clerical and Professional Office of the Pennsylvania State Employment Service, with its counseling and testing facilities can prove of invaluable help to them.

While many employers, as we mentioned earlier, send representatives directly to colleges to interview graduates, it is not possible for these representatives to cover a large number of colleges and universities. The Public Employment Office has applicants registered from colleges throughout the Country. For example, many Philadelphians attend local colleges, but thousands go to far-distant cities for their education. Then they return home and register with the Clerical and Professional Office in an endeavor to find suitable work. These are all classified properly, counseled and tested when necessary, so that when an employer either telephones and explains what his personnel needs are, or goes to the office, and says he needs a mechanical engineer, a few questions will decide whether he wants a design engineer, a combustion engineer, an air-conditioning engineer, and so forth.

It is very simple then for the interviewer to select from the file the cards of applicants best qualified for this job. These applicants are then asked to come to the office . . . the position is discussed with them, and if they

are interested in the work, they are given Referral or Introduction Cards to the employer. The employer and the applicant can then decide whether the job and the man "click". In many instances employers prefer to come to the Employment Service Office and interview applicants there. They are assigned private booths . . . and the applicants, because of prior arrangement, are there to discuss the positions.


And again we come back to the Clearance system. It works for employers too. For example a man may be needed for a very highly specialized position and after the Clerical and Professional Office has made a careful check and found that a person with such qualifications is not available here, it turns to other parts of the Country to find the applicant. This means that registering with a public employment office actually will expose the applicant to work opportunities in many different parts of the Country.

The Central Office in each State compiles for every other State Office a record of those jobs for which qualified applicants could not be found locally. Perhaps in some other State the applicants can be located. The opportunities are discussed with applicants and arrangements are made, if possible, for these applicants to travel at the employer's expense to the site of job for a personal interview.

We have discussed so far the ways in which

the Clerical and Professional Office may assist college students and graduates. We believe that there are many ways in which college placement Officers can also be assisted with their splendid work. If there are instances in which the placement officer is unable to locate a suitable job for a particular student or graduate, he may call upon the Employment Service to assist him in locating such an opportunity. If the placement officer receives requests from employers which he cannot readily fill from the graduates and students who have asked his assistance, he can call on the Employment Service to use its files in locating a suitable applicant for the employer. Many placement officers have already requested that they be placed on the mailing lists of the Employment Service to receive Labor Market Letters which contain information about conditions locally and in the State and which in addition contain predictions about the future. This data has proven invaluable to placement officers who are constantly called upon to give advice and counsel to students and graduates. There is also a wealth of occupational and industrial data in the libraries of all Employment Service Offices.

And so we say, take advantage of the many services available at the public employment office and remember there are specialized professional offices established to give special service to you.



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WHAT IS A SAFETY MAN?

WM. H. HOLLIS, *Research Associatè Center for Safety Education, New York University, and Senior Safety Engineer, Los Alamos Scientific Laboratory, Los Alamos, New Mexico*

In his present capacity, Mr. Hollis is responsible for the development and administration of the safety education program, training of supervisors and management and supervises the studies of operation of the project to discover hazards. He is also in charge of the review of designs, examination of plans and specifications of new installations and the supervision of accident experience data.

Prior to this, Mr. Hollis was vocational consultant for Stevens Institute of Technology in which capacity he selected the vocational objectives and planned training programs on the basis of the appraisal of personal factors, psychological test results, experience, and background. He was also responsible for vocational and educational guidance and trained supervisors and engineers in production supervision and industrial safety.

Mr. Hollis also served as assistant to the manufacturing manager of the Sperry Gyroscope Company and was a research associate at New York University.

A Ph.D. candidate in Psychology at New York University, Mr. Hollis received his M.A. and B.A. from the same institution. He has taken graduate work at several universities, including Harvard, Brown and Columbia.

Mr. Hollis is a member of the American Management Association, American Society of Safety Engineers, American Psychological Association for the Advancement of Science, National Institute of Industrial Psychology (London), Society for the Advancement of Management, and the American Standards Association. He is active in conference and convention work as speaker and writer and is a contributor to technical journals and trade magazines.

WHAT is a "safety man" and what is his background? What kind of education should a safety man have? How can a young person prepare himself for the profession of safety engineering? These questions, and similar ones, are asked vocational advisers very frequently. The need for vocational and educational advisement and guidance in this vital and expanding field of accident prevention has been demonstrated at many veteran's guidance centers throughout the nation.

Dr. F. J. Gaudet, Director of the Guidance Center and Department of Psychological Studies of Stevens Institute of Technology, Hoboken, New Jersey, suggested to the writer that we accumulate occupational information concerning the safety field. Such information was needed and would be useful in meeting the practical problems of guidance in the selection of specific occupational objectives. Believing that no round pegs should be in square holes, that occupational adjustment was a serious and very important business, it was necessary to determine some important facts to do the job realistically. The vocational objectives of mechanical engineer,

teacher, lens grinder, machinist, electrical repairman, and so on, offered little difficulty in terms of required background, personal factors, and training program. But a "Safety Man?" What's that?

The DICTIONARY OF OCCUPATIONAL TITLES, U.S. Department of Labor, Bureau of Occupational Analysis and Information, a standard work in occupational analysis and classification, includes the following definition:

SAFETY ENGINEER; safety man; director, safety. Inspects mine for safety conditions of roof, timbering, ventilation and haulage systems, power distribution, and machinery; draws up and submits reports to state boards when requested; evolves ways and means of reducing or eliminating unsafe conditions; must have a thorough knowledge of state mining laws, local mine rules and regulations, mining methods, use and handling of explosives, and all gasses usually encountered underground.

Many of the Veterans of Safety will detect at once that this occupational description is

devoted to what was historically, perhaps, the first well-defined safety job. Immediately following this definition a second one appears in the **DICTIONARY**. In this there is a relatively recent point of view; namely, that the safety man is an "industrial engineer:"

SAFETY ENGINEER; chute, guard, and table repairman; safety-device man. An **INDUSTRIAL ENGINEER.** Studies a plant for industrial hazards and designs means for preventing accidents or reducing their frequency; examines plans and specifications for new machinery and equipment to ascertain if all safety precautions have been included; determines amount of weight that can be placed on the plant floor with safety; inspects machinery to determine places where danger of injury exists; designs, builds, and installs or supervises installation of guards on machinery, belts, and conveyors; inspects premises for fire hazards and adequacy of fire protection and inspects fire fighting equipment; studies each accident to overcome its cause; educates workers to dangers existing in plant through a safety-first campaign.

Accident Prevention Only One Phase

E. C. Jacobs of the Metropolitan A.S.S.E. often has expressed the view that accident prevention is only one phase of the entire industrial engineering problem and that production efficiency and factory performance include as one phase the problems of safety. Indeed, the general idea that safety is a part of production and the evidence of the greater productivity of the safe plant, as contained in the study **SAFETY AND PRODUCTION**, serve to confirm the view that a safety man has many of the functions of an industrial engineer. An industrial engineer is usually technically trained, persuasive in his approach to management, and staff-minded. He is concerned with performance and productive results, and he is an enemy of anything that

interferes with or interrupts the flow of production. He likes charts and graphs that present the facts, but he knows he must "sell a program" also.

It is not surprising that we should find industrial engineers offering the services of the safety engineer in many consulting organizations. Perhaps those who are convinced of the values inherent in technical and engineering education are inclined to support the view that a safety man is an engineer. But there is another group, impressed with the importance of personal factors, industrial relations, and education, who appear to take another stand. This group points out that the technician is not often a "good salesman." He is deficient in the art of dealing with people. He cannot, in short, "educate" the supervisors, employes, and management. The **DICTIONARY OF OCCUPATIONAL TITLES** recognizes a third safety occupation:

DIRECTOR, SAFETY; safety supervisor. A **DIRECTOR, EDUCATIONAL**, who plans and administers training programs in health habits, accident prevention, fire prevention and protection, and other safety procedures for employes of an industrial organization: prepares educational materials for instruction of employes and advises and assists various departments in developing safety practices; procures information relative to causes of fires and accidents from **SAFETY ENGINEER** in order to plan instruction procedures; directs conducting of fire drills. May inspect plant machinery, equipment, and working areas to detect hazardous conditions, and recommend corrective measures. May inspect physical examination reports of applicants and determine acceptability or rejection of applicant for hazardous work. May issue permits for testing for toxic fumes or explosive gas-air mixtures.

From this definition it would seem that

such a person should be trained in the various methods and approaches to safety education and industrial training. For this occupation, while the possession of technical knowledge would not be a disadvantage, it will be obvious at once that this technical knowledge is not a good substitute for the principles, methods, and techniques of "getting the technical stuff across" to the plant personnel. Perhaps we want a man who has *both* technical knowledge and the techniques and experience of the educator. This is a rare person; and for vocational guidance purposes, either an industrial engineering program or a program in education can be pursued, but not both. In short, there are insufficient facilities for training the safety man, particularly if he is to be a combination of industrial engineer and educational director. But the definitions given, although the principal ones, do not exhaust the occupational field. In addition to several that involve "protective service" work, and one in the "skilled group, there are the following job titles found in THE DICTIONARY OF OCCUPATIONAL TITLES: Coal-Mine Inspector, Metal-Mine Inspector, Safety Inspector, Factory Inspector, Safety Man, Mine Patrolman, Insurance Safety Man, Safety Supervisor, Fire Marshal, and Traffic Engineer. In addition to these may be found Accident-Prevention-Squad Patrolman, Automobile Tester, Vehicle-Safety Inspector, Fire Patrolmen, Claim Man, and Accident-Report Clerk. The universality of safety—or of accidents—would make out a good case for at least mentioning Nurse, Industrial; Statistician, Sanitary Engineer, Fire Fighter, and others, in that these occupations involve certain aspects of accident prevention. Further titles could be found in this authoritative work of occupational analysis, but the primary jobs have been mentioned. But what about the safety man of today? What do we know about the occupational field?

In 1945, of a selected sample of 396,867

people in the professional and technical fields of engineering, physical sciences, management and administration, social sciences, biological and agricultural sciences, architecture and planning, and foreign languages, 3,112, or less than 1 per cent were safety engineers, 3,107 male and five female. The median age of the safety engineer was 43.5, only 152 being 29 years of age or under, while 220 were 60 years of age and over.

Educational Attainments

In terms of education, eight of the safety engineers held doctor's degrees, 107 held master's degrees, and 1,622 held bachelor's degrees. The remaining 1,375 did not hold these degrees. Of the five female safety engineers, one held a doctor's degree, another a master's. These figures on educational background would indicate that the safety man is fairly well-educated, in the formal sense of education, comparing well with the various engineering professions. The median age of the safety engineer was higher than that of all other engineering groups, except mining and civil engineers.

The entire engineering sciences group of 200,202 accounted for 50.4 per cent of the sample. Mechanical engineers were most numerous, 54,166 in all. Specific engineering occupations showing fewer numbers than safety engineers— 3,112 safety engineers— were metallurgical engineers; marine engineers and naval architects; heating, air-conditioning, and refrigeration engineers; sanitary and public health engineers; automotive engineers; agricultural engineers; and ceramic engineers.

While this group is a selected one, perhaps only 20-25 per cent of all "safety men" of the United States, it nevertheless reveals that the profession has made its mark in American business and industrial life. It needs no special information, furthermore, to recognize that accident prevention is a profession. It

has an established society, the A.S.S.E., a growing body of knowledge and principles, a recognized educational area, a history, and tradition. The great majority of job titles of accident prevention work in the DICTIONARY OF OCCUPATIONAL TITLES is found among the professional and technical groups. (But so is the "Strip-Tease Artist," "Peeler," and "Phrenologist!")

George Alvin Cowee, in his book *PRACTICAL SAFETY METHODS AND DEVICES: MANUFACTURING AND ENGINEERING*, saw long ago that what was needed was emphasis upon professional *advancement*. Writing in 1916, he stated: "Safety Engineering has become a well-established profession." Writing thirty-one years ago, he went on, much like 1943-48: "Education is the keynote to universal safety . . . The time is not far distant when courses in safety engineering will be embodied in the curriculum of every technical school and college." Cowee's proph-

ecy is far from complete fulfillment today; yet, it is a promising sign to note the inclusion of courses in safety in the curricula of several of the leading technical and educational institutions of the country. The late Walter S. Paine writes in the *NATIONAL SAFETY NEWS*, January 1947, of the recent measures involved in "Integrating Safety into Engineering Training." However, there is today no educational institution in which one can earn the degree of Bachelor of Science in Safety Engineering, and only a few schools in which a relatively complete program of studies in accident prevention can be pursued, Illinois Tech, Georgia Tech, Ohio University, and New York University, among perhaps fifteen. The writer knows of only three institutions which have a "Department of Safety," and two of these are in the formative stage.

Trend Toward Graduate Study

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recommending adequate and proper training for a given vocational objective is highly important. Realizing that the trend of safety education appears to be that of graduate study, much like that of industrial or administrative engineering and educational administration, a thorny problem immediately presents itself.

Here is a young person who is permitted a total of four years of college education and who wants to be trained for the job of safety man in industry. What type of curriculum should he pursue in the time allotted? More often than not, the trainee chose the available curriculum leading to a vocational objective licensed by the state, in the hope that his training in safety work could be obtained in on-the-job experience, through some happy turn of circumstances in the labor market or in the needs of his employer. The number of mechanical and mining engineers today who are employed as safety engineers would seem to give something of a precedent to this kind of resolution of the educational problem. Yet, it is hardly a rational solution for vocational preparation and training. We cannot teach a man safety work by teaching him something else. Accident prevention has its own distinctive subject matter and philosophy.

Perhaps the educational problem of training safety men is upon us because the profession itself is incompletely understood and yet desperately needed in an age in which social legislation and humanitarian motives play such a prominent role in the forward rush of technological change. This would not be the first instance in which historical circumstances and practical necessity created a specific occupational group long before that group professed, understood, and applied its common scientific principles, tools, and techniques. The Walsh-Healey Act performed the same functions for the expansion of accident prevention activities in World War II that Workmen's Compensation Legislation per-

formed in the years following 1911. A need was created before we were ready to meet it with a sufficient number of prepared and informed personnel who possessed an adequate and consistent background of ideas in accident prevention. A study of the historical evolution of accident cause classification gives convincing evidence that the rapid growth of the safety movement brought many hasty and unexamined measures. Yet, the need for any feasible measure at all was so pressing that time-consuming analysis and careful examination of basic principles seemed both ridiculous and impractical.

Any cursory reading of the reports of German and British safety experience made by American representatives of various interests on the problems of compensation and labor legislation, employer liability, and accident insurance will reveal that much hasty thinking in accident prevention was done in the first decade of this century. And some of the most hasty was done in the area of accident causation. We have come a long way since then, but there is much more to be done to make safety a rational and scientific discipline.

To put it another way, the safety man was created by practical necessity and social legislation. He was expected to do a job before the science of accident prevention and the standard practices of safety engineering, his kit of tools, were provided or made. It is to H. W. Heinrich's credit, and to those who labored so carefully with him, that there was shaped from a mass of confusing and complex data and facts the pioneer work of accident causation and classification. There was fashioned for the safety man the tools which were so badly needed if the accident prevention job was to be done in a scientific, organized, and orderly manner.

What a Safety Man Does

What is a safety man? One of the most complete occupational definitions of the safety

engineer was formulated by the National Roster of Scientific and Specialized Personnel from material supplied by J. C. Stennett of the National Chapter, American Society of Safety Engineers. While there are certain terms included which are open to question, the definition is comprehensive:

Description of the Profession of SAFETY ENGINEERING: Engineer, Safety. Occupational Summary:

This field is concerned with the control of unsafe work conditions and unsafe practices of persons in industrial plants, mines, commercial establishments, construction operations, traffic, and places of public assembly; with designing or recommending means of preventing or reducing the incidence of accidents or health hazards; with the education of the public or employees in safety first; with studies of accident records to determine causes, and proposing preventive measures. It also includes the examination of specifications for machinery, equipment, and structure from the safety standpoint. *Areas of Specialization:* 1. The principal direction of specialization is along specific industry lines in which safety engineers are employed; also in the service of government regulatory bodies as the Bureau of Mines, and fire and casualty insurance companies. 2. The safety engineer achieves the control of unsafe work conditions and practices through any of the following activities. He may specialize in any one of these, but more often concerns himself with many of them in connection with his duties as a safety engineer: Investigation of accidents and analysis of accident records; Inspection of buildings, machinery, equipment, and property; Checking plants, specifications, contracts, and purchase orders; Controlling hazards to safety through design, plant layout, and other changes in environment; Installing safeguards to provide personal protective equipment, and to improve oper-

ating processes; Job training and analyses from standpoint of safety; General safety promotion and education of employes and the public; Organizing and maintaining interest in safety programs; Securing plant management and labor cooperation. 3. Other special activities: Fire protection and prevention; Public safety, traffic, elevators, boilers, theaters; Industrial hygiene (Fumes, gases, dusts, poisons, heat, bacteria, noise); Safety equipment design, manufacture, and distribution (Masks, goggles, lamps, chemical safeguards, etc.)

Functional Specializations: Safety engineers specialize in any one or more of the well-defined functional areas. 1. *Research*, in accident records and causes; in improved safety devices and equipment; in safety standards; 2. *Inspection*, for compliance with law; for hazards to health, life and limb; for meeting specifications; 3. *Teaching*, safety at university level; 4. *Safety Administration*, safety departments or program; 5. *Statistical analysis* of data on accidents, absenteeism; 6. *Educational and publicity*, in relation to safety and accident prevention programs; 7. *Investigation* of accidents; 8. *Consultants*, all accident prevention activities.

Educational Background: 1. The minimum of a bachelor's degree in safety engineering, or in some related branch, as industrial, management, or mechanical engineering; 2. A degree in some related field and subsequent courses or experience in safety engineering; 3. In many cases in which formal professional training is more limited, there must be evidence of years of varied and progressive professional experience which can be considered as the equivalent of the formal education which is lacking.

Related Professional Fields and Alternate Titles. Safety activities are often carried

out by plant, traffic, industrial or management engineers, or by the personnel director. Alternate titles are: Safety director, safety inspector, fire prevention engineer, fire protection engineer, public safety director.

Standards for Employing Safety Engineers: A War Department standard required of its contractors is the employment of a safety engineer in all plants with 1500 or more workers, and a part-time safety engineer in smaller plants. The United States Army Air Force set a standard of a full-time safety engineer for all air depots having 500 or more civilian employees.

Industry. Safety Engineers are employed in nearly every construction, mining, manufacturing, transportation and distributive industry which presents hazards to any ex-

tent. In addition, they are employed by educational institutions, casualty and fire insurance companies, federal, state and local government agencies, and by associations concerned with safety programs.

Perhaps we are now clearer on what a safety man is. The aptitudes and specific abilities the safety man require were detailed by Heinrich in "Memo to All Safety Engineers. Subject: Here is Your Role." in OCCUPATIONAL HAZARDS, December 1944. But the educational and vocational guidance problems remain as far as appropriate vocational advisement is concerned. Is a safety man an industrial engineer or an educational director? Perhaps he is both. Then let us give him that kind of training or let us call him a safety man and establish a safety education program that stands on its own professional engineering merits.



SETTING THE PACE

Realizing its responsibility to educate men to be good citizens, as well as good engineers and businessmen, Clarkson has adopted a new curriculum for engineering students. In order to allow more time for the fundamental sciences, as well as specialized work, and to add studies in the social-humanistic field, the engineering curriculum now includes four regular college years plus a nine-week summer term following the freshman year.

To be of greatest service to the industry that hires him, the young engineer must have an ability to write well. To be an adequate citizen, he must know something of the history, habits and needs of the peoples of the world. Clarkson College, in administering the new curriculum, will place greater emphasis on the fundamentals of mathematics, physics, mechanics and chemistry, coupled with an increase in the study of social sciences.

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COLLEGE AND UNIVERSITY GRADUATION DATES AND PERSONNEL OFFICERS FOR 1948-49

The Association again presents the annual listing of college and university graduation dates and placement officers which business and industrial representatives have found so useful in previous years.

The senior interview dates as received from some colleges are those preferred by the educational institutions, but are not necessarily the only periods for interviews. Most of the colleges and universities arrange interviews throughout the school year for the convenience of business representatives. Placement directors request that company recruiters make appointments at least ten days to two weeks in advance of their arrival.

ALABAMA

Alabama College, Montevallo—Rochelle R. Gachet; January 28, 1949; June 6, 1949.
Alabama Polytechnic Institute, Auburn—W. S. Farley; December 15, 1948; March 18, 1949; June 3, 1949.
Birmingham-Southern College, Birmingham—Virginia McMahon; December 17, 1948; March 18, 1949; June 6, 1949.
Huntingdon College, Montgomery—Norma Williams; January 27, 1949; May 30, 1949.
University of Alabama, College of Engineering, University—William D. McIlvaine, Jr.

ARIZONA

Arizona State College, Flagstaff—L. J. Botleman; January 22, 1949; May 28, 1949.
Arizona State College, Tempe—I. D. Payne; January 27, 1949; May 27, 1949; August 13, 1949.

ARKANSAS

Arkansas Agricultural and Mechanical College, Monticello—James H. Hutchinson; May 23, 1949.
College of the Ozarks, Clarksville—Buckley S. Rude; November 24, 1948; March 5, 1949; May 26, 1949; August 6, 1949. Senior Interviews—May 10-20.

CALIFORNIA

California Institute of Technology, Pasadena—D. S. Clark; June 10, 1949. Senior Interviews—After January 3, avoiding March 14-28.
College of Pacific, Stockton—Elliot Taylor; February 1, 1949; June 15, 1949.
Fresno State College, Fresno—J. S. Canfield, January 28, 1949; June 10, 1949.
Humboldt State College, Arcata—Ivan C. Milhous; January 28, 1949; June 6, 1949.
Occidental College, Los Angeles—Marguerite G. Vandever; February 1, 1949; June 13, 1949.
San Diego State College, San Diego—I. S. Gress; January 26, 1949; June 10, 1949. Senior Interviews—March, April and May.
Stanford University, Stanford—Robert N. Bush; December 17, 1948; March 18, 1949; June 19, 1949; August 31, 1949.
University of California, Berkeley—Vera Christie; January 27, 1949; June 16, 1949.
University of San Francisco, San Francisco—Frank C. Sunderbruch; January 28, 1949; June 6, 1949. Senior Interviews—January 1-30; May 1-June 10.

COLORADO

Colorado A. & M. College, Fort Collins—Lyle N. Slonecker; December 18, 1948; March 19, 1949; June 10, 1949. Senior Interviews—Prefer Spring months.
Colorado State College of Education, Greeley—O. L. Troxel; Veda Burbridge; December 18, 1948; March 19, 1949; June 10, 1949; August 19, 1949.
University of Colorado, Boulder—R. Fred Chambers; December 18, 1948; June 11, 1949. Senior Interviews—Avoid March 10-19; May 5-7; June 1-11.
Western State College, Gunnison—K. S. Carnine; May 19, 1949.

CONNECTICUT

Connecticut College, New London—L. Alice Ramsay; June 13, 1949.
Hilyer College, Hartford—Philip A. Goold; June 12, 1949.
Trinity College, Hartford—John F. Butler; January 31, 1949; June 20, 1949; August 15, 1949. Senior Interviews—January 3-15; February 2-April 4; April 19-May 27.
University of Connecticut, Storrs—J. E. Powers; January 29, 1949; June 8, 1949. Senior Interviews—October 5-January 18; avoid December 16-January 5; February 9-May 27; avoid March 26-April 2; April 8-19.
Wesleyan University, Middletown—Herbert L. Connelly; January, 1949; June 19, 1949. Senior Interviews—Avoid December 15-January 4; January 22-February 8; March 23-April 7; June 1-19.
Yale University, New Haven—Stuart H. Clement; February 5, 1949; June 20, 1949. Senior Interviews—January 5-21; February 8-March 30; April 12-May 24, except Saturdays.

DELAWARE

University of Delaware, Newark—D. M. Ashbridge; February 1, 1949; June 8, 1949; September 1, 1949.

DISTRICT OF COLUMBIA

American University—Jeanne Jackson; January, 1949; May, 1949; September, 1949.
George Washington University—Donald C. Edmonds; February, 1949; June, 1949.
Georgetown University, School of Foreign Service—Estill M. Guinane; January 28, 1949; June 4, 1949; September 9, 1949.

FLORIDA

John B. Stetson University, De Land—Edward C. Furlong; December 18, 1948; March 25, 1949; June 6, 1949; August 20, 1949.

Florida State University, Tallahassee—Elizabeth G. Andrews; December 16, 1948; March 16, 1949; June 6, 1949.

University of Florida, Gainesville—A. W. Boldt; February 3, 1949; June 6, 1949. Senior Interviews—December, January, April, May and June.

University of Miami, Coral Gables—Jesse Spier; February 5, 1949; June 4, 1949; July 29, 1949; September 10, 1949.

GEORGIA

Emory University, Emory—Charles N. Watson; December 22, 1948; March 16, 1949; June 4, 1949.

Georgia Institute of Technology, Atlanta—Fred W. Ajax; December 18, 1948; March 20, 1949; June 10, 1949; September 11, 1949.

Morehouse College, Atlanta—B. R. Brozeal; January 30, 1949; June 7, 1949.

University of Georgia, Athens—Anne Seawell; December 18, 1948; March 19, 1949; June 11, 1949; August 31, 1949. Senior Interviews—January 10-March 12; March 28-June 4; June 20-August 20.

IDAHO

College of Idaho, Caldwell—William Gillam; June 6, 1949.

Bradley University, Peoria—Leo G. Bent; February 4, 1949; June 13, 1949.

ILLINOIS

Carthage College, Carthage—Pearl E. Goeller; January 28, 1949; June 6, 1949.

De Paul University, Chicago—Dorothy Dockstader; January 31, 1949; June 8, 1949.

Eastern Illinois State College, Charleston—Harry L. Metter; June 7, 1949.

Illinois College, Jacksonville—J. L. Clements.

Illinois Institute of Technology, Chicago 16—John J. Schommer; January 29, 1949; June 10, 1949.

Senior Interviews—October through January 14; March to May 31.

James Millikin University, Decatur—Charles Leese; February 1, 1949; June 6, 1949; August 6, 1949.

Knox College, Galesburg—W. Lyle Willhite; December 17, 1948; March 25, 1949; June 13, 1949.

Lake Forest College, Lake Forest—Robert D. Amaden; January 29, 1949; June 4, 1949.

Monmouth College, Monmouth—Richard P. Petrie; February 1, 1949; June 7, 1949.

National College of Education, Evanston—Dorothy Weller; January 31, 1949; June 7, 1949; July 29, 1949; August 19, 1949. Senior Interviews—Mid-year graduates, from December 1; June graduates, from February 1.

Northwestern University, Evanston—Frank S. Endicott; December 18, 1948; March 19, 1949; June 15, 1949; August 27, 1949.

Rockford College, Rockford—Marion B. Beaven; June 14, 1949.

Roosevelt College, Chicago 5—Benedict Mayers; January 30, 1949; June 12, 1949; August 12, 1949.

Rosary College, River Forest—Sister Mary Fidelis; June 6, 1949; August 6, 1949.

Southern Illinois University, Carbondale—Raymond H. Dey; December 4, 1948; March 12, 1949; June 10, 1949; August 5, 1949.

University of Chicago, Chicago 37—Lowell S. Calvin; December 17, 1948; March 18, 1949; June 17, 1949; September 2, 1949.

University of Illinois, Urbana—H. S. Dawson; January 17, 1949; May 26, 1949.

Wheaton College, Wheaton—Rana B. MacDonald; January 28, 1949; June 13, 1949; August 19, 1949.

INDIANA

Ball State Teachers College, Muncie—G. H. Clevenger, December 3, 1948; March 10, 1949; June 9, 1949; July 15, 1949; August 19, 1949.

Butler University, Indianapolis—Paul W. Nicely; January 28, 1949; June 13, 1949; August 26, 1949.

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DePauw University, Greencastle—Robert H. Farber; January 28, 1949; June 8, 1949. Senior interviews—February-April.

Earlham College, Richmond—George R. Reller; January 28, 1949; June 10, 1949.

Goshen College, Goshen—Silas Hertzler; January 21, 1949; June 6, 1949; August 5, 1949.

Indiana Central College, Indianapolis—Roy V. Davis; January 28, 1949; June 26, 1949.

Indiana State Teachers College, Terre Haute—Wayne E. Schomer.

Indiana University, Bloomington—John E. Steele; February 1, 1949; June 12, 1949; August 12, 1949; August 27, 1949. Senior interviews—January 7-20; February 21-April 11; April 22-May 25; July 6-August 10.

Purdue University, Lafayette—F. Lynn Cason; February 6, 1949; June 19, 1949. Senior interviews—November 1-June 1.

University of Notre Dame, Notre Dame—William R. Dooley; January 22, 1949; June 5, 1949; August 12, 1949. Senior interviews—January 6-15; March 1-April 10; April 23-May 22; July 15-August 7.

Valparaiso University, Valparaiso—Marshall J. Jox; January 28, 1949; June 5, 1949; August 5, 1949.

IOWA

Buena Vista College, Storm Lake—Opal Roark; June 3, 1949.

Central College, Pella—Walter D. DeKock; January 29, 1949; June 6, 1949.

Coe College, Cedar Rapids—John W. Shank; January 28, 1949; June 3, 1949.

Drake University, Des Moines—(Mrs.) R. F. Sparks; January 24, 1949; May 23, 1949; August, 1949.

Iowa State College, Ames—M. D. Helser; December 18, 1948; March 19, 1949; June 10, 1949; July 20, 1949; August 27, 1949.

Iowa Wesleyan College, Mt. Pleasant—John H. Bolton; May 31, 1949; June 6, 1949. Senior interviews—After April 15.

Luther College, Decorah—Stanley L. Johnston; January 29, 1949; May 31, 1949; August 20, 1949.

Morningside College, Sioux City—Russell M. Eidsmoe; May 31, 1949.

Simpson College, Indianola—C. A. Morgan; January 29, 1949; June 5, 1949.

KANSAS

Bethany College, Lindsborg—Aileen Henmon; May 30, 1949.

Fort Hays Kansas State College, Hays—Ethel V. Artman; January 20, 1949; May 26, 1949; July 29, 1949.

Kansas State Teachers College, Emporia—Alex Daughtry; May 28, 1949; July 30, 1949.

Kansas State Teachers College, Pittsburg—R. W. Hart; June 2, 1949; August 4, 1949.

Municipal University of Wichita, Wichita—Deans of various colleges and Heads of Departments; January 21, 1949; May 30, 1949.

Ottawa University, Ottawa—Roy B. Browning; December 17, 1948; June 6, 1949; August 5, 1949.

Southwestern College, Winfield—W. W. Monypeny; May 28, 1949; July 28, 1949.

University of Kansas, Lawrence—Frank S. Pinet; January 27, 1949; June 6, 1949.

Washburn Municipal University, Topeka—Earl K. Hillbrand; June 5, 1949.

KENTUCKY

Centre College of Kentucky, Danville—Earl C. Davis; January 31, 1949; June 12, 1949.

Georgetown College, Georgetown—J. Foley Snyder; January 22, 1949; May 31, 1949.

Kentucky Wesleyan College, Winchester—Fred Whitehead; May 30, 1949.

Union College, Barboursville—S. A. Grise; June 4, 1949; July 13, 1949; August 19, 1949.

University of Louisville, Louisville—William F. Braasch, Jr.; June 15, 1949.

LOUISIANA

Louisiana Polytechnic Institute, Ruston—Helen Woodward; January 26, 1949; June 1, 1949; August 11, 1949.

Louisiana State University College of Engineering, Baton Rouge 3—W. J. Evans; January 29, 1949; June 4, 1949; August 13, 1949.

Southwestern Louisiana Institute, Lafayette—D. S. Byrnside; January, 1949; June, 1949; August, 1949.

Tulane University, New Orleans—January 20-February 2; June 1, 1949.

MAINE

Bates College, Lewiston—Paul B. Bartlett; February 4, 1949; June 12, 1949.

Bowdoin College, Brunswick—S. A. Ladd, Jr.; February 5, 1949; June 18, 1949. Senior interviews—February 1-May 1.

Colby College Waterville—G. Cecil Goddard; February 5, 1949; June 13, 1949.

University of Maine, Orono—Philip J. Brockway; February 5, 1949; June 12, 1949.

MARYLAND

Goucher College, Baltimore 18—Mary T. McCurley; December 16, 1948; March 17, 1949; June 13, 1949.

Hood College, Frederick—Mary Grace Helfenstein; June 5, 1949.

Johns Hopkins University, Baltimore 18—Grant Peoples; February 4, 1949; June 14, 1949. Senior interviews—After February 10, avoiding February 22, March 27-April 13, May 6, May 27-June 7.

University of Baltimore, Baltimore 1—John R. Spellissy; January 30, 1949; June 1, 1949; September 1, 1949.

University of Maryland, College Park—June 4, 1949.

MASSACHUSETTS

Amherst College, Amherst—Eugene Wilson; May 30, 1949.

Boston College, Chestnut Hill 67—George P. Donaldson; February 1, 1949; June 8, 1949; August 8, 1949.

Boston University, Boston 16—Norman H. Abbott; January 22, 1949; June 6, 1949; July 9, 1949; August 20, 1949. Senior interviews—December, March-August.

Clark University, Worcester—Victor B. Johnson; May 29, 1949.

Emerson College, Boston 16—Clara F. Fraser; January 29, 1949; June 5, 1949.

Emmanuel College, Boston 15—J. Patricia Marsh; June 7, 1949.

Harvard College, Cambridge 38—John W. Teale; February 4, 1949; June 23, 1949. Senior interviews—Best days Tuesday-Thursday in early December, March and April.

Massachusetts Institute of Technology, Cambridge 39—Carlton E. Tucker; February 4, 1949; June 10, 1949. Senior interviews—November-May.

Northeastern University, Boston—W. E. Nightingale; June 26, 1949. Senior interviews—February 1-June 11; avoid April 4-9.

Radcliffe College, Cambridge—Edith Stedman; June 22, 1949.

Simmons College, Boston—Anna M. Hanson; June 13, 1949. Senior interviews—Preferably after March 1.

Smith College, Northampton—Alice N. Davis; June 6, 1949.

Springfield College, Springfield—Doris T. Wood; December 15, 1948; June 12, 1949. Senior interviews—October-December.

Tufts College, Medford—Viola Saltmarsh; February 10, 1949; June 10, 1949. Senior interviews—January 4-21; February 28-April 11; April 22-May 13.

University of Massachusetts, Amherst—Guy V. Glatfelter; January 29, 1949; June 6, 1949.

Senior interviews—Avoid January 21-February 3, February 22, April 14-20.

Wellesley College, Wellesley 81—Joan F. Bishop; February 10, 1949; June 13, 1949. Senior interviews—February 15-March 31; April 13-May 27.

Wheaton College, Norton—Ruth Brooks; June 12, 1949.

Williams College, Williamstown—William O. Wyckoff; February 3, 1949; June 19, 1949. Senior interviews—Avoid December 21-January 5; January 22-February 6; April 2-11; May 28.

MICHIGAN

Albion College, Albion—T. M. Carter; January 29, 1949; June 6, 1949.

Detroit Institute of Technology, Detroit—D. J. Terpeney, Commerce; E. P. Stout, Pharmacy; S. A. Graves, Liberal Arts; C. C. Winn, Engineering; January 28, 1949; June 10, 1949; August 12, 1949.

Marygrove College, Detroit 21—Mary L. Gitre; June 8, 1949.

Michigan College of Mining and Technology, Houghton—L. F. Duggan; December 17, 1948; March 18, 1949; June 10, 1949. Senior interviews—After January 8, except February 22, April 15, May 30.

Michigan State College, East Lansing—Tom King; December 17, 1948; March 22, 1949; June 15, 1949; September 2, 1949.

University of Detroit, Detroit 21—Donald Hunt, Engineering; all others, Jane Stephanus; January 29, 1949; June 15, 1949.

University of Michigan, Ann Arbor—Luther Purdom; February 5, 1949; June 11, 1949. Senior interviews—Avoid December 17-January 3; January 14-February 7; April 1-11; April 21-23; May 30-June 9.

MINNESOTA

Carleton College, Northfield—Leith Shackel; January 29, 1949; June 6, 1949.

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NEW YORK

PACKARD BUILDING

CHICAGO

- Macalester College, St. Paul—Donald J. Riesberg; January 29, 1949; June 6, 1949.
- University of Minnesota, Minneapolis—Elmer W. Johnson; Duluth Branch—Edwin Wenzel; December 18, 1948; March 19, 1949; June 11, 1949; August 27, 1949. Senior interviews—Minneapolis, January 10-March 4; April 1-May 27. Avoid February 12, 22, April 15, May 30.
- MISSISSIPPI**
- Mississippi Southern College, Hattiesburg—E. E. Hall; May 30, 1949; August 15, 1949.
- MISSOURI**
- Central College, Fayette—Marie C. Vilhauer; January 29, 1949; June 6, 1949; August 12, 1949.
- Central Missouri State College, Warrensburg—Leta Dawes; March 2, 1949; May 25, 1949; August 4, 1949.
- Culver-Stockton College, Canton—L. L. Leftwich; January 29, 1949; May 30, 1949.
- Drury College, Springfield—Richard Y. Reed; May 30, 1949.
- Lindenwood College, St. Charles—Mary Lichliter; May 30, 1949.
- Northeast Missouri State Teachers College, Kirksville—Eli F. Mittler; November 24, 1948; March 3, 1949; May 26, 1949; August 11, 1949.
- Stephens College, Columbia—Dorothy M. Pollock; May 31, 1949.
- Tarkio College—Fred L. Keller; May 24, 1949.
- University of Kansas City, Kansas City—DeGroff Platte; January 19, 1949; May 26, 1949; July 15, 1949; August 26, 1949.
- University of Missouri, Columbia—Teacher Placement, L. A. Eubank; January 28, 1949; June 7, 1949; August 3, 1949.
- Washington University, St. Louis 5—(Mrs.) Alden Settle; January 29, 1949; June 7, 1949.
- MONTANA**
- Montana State College, Bozeman—Martha L. Hawksworth; December 18, 1948; March 16, 1949; June 6, 1949; August 20, 1949.
- Montana State University, Missoula—Grace Johnson; December 16, 1948; March 17, 1949; June 6, 1949; August 19, 1949.
- NEBRASKA**
- Creighton University, Omaha—Daniel D. Kelly; February 1, 1949; June 2, 1949.
- Dana College, Blair—F. H. Larson; June 7, 1949.
- Midland College, Fremont—G. E. Hickman; May 25, 1949; August 5, 1949.
- Nebraska Central College, Central City—O. W. Carrell; January 21, 1949; May 30, 1949.
- Nebraska State Teachers College, Chadron—Glenn W. Hildreth; January 21, 1949; May 27, 1949.
- University of Nebraska, Lincoln 8—T. J. Thompson; January 29, 1949; June 6, 1949; August 1, 1949.
- University of Omaha, Omaha—John E. Woods; January 29, 1949; June 6, 1949.
- NEVADA**
- University of Nevada, Reno—Rex Daniels; F. W. Traner, Teachers; January 28, 1949; June 4, 1949.
- NEW HAMPSHIRE**
- Dartmouth College, Hanover—Donald W. Cameron; January 28, 1949; February 8, 1949; May 21, 1949; June 12, 1949. Senior interviews—Avoid December 18-January 5; January 28-February 14; March 26-April 4.
- St. Anselm's College, Manchester—(Rev.) Bernard G. Holmes; February 5, 1949; June 10, 1949.
- NEW JERSEY**
- College of Saint Elizabeth—Convent Station, Julia E. Read; June 8, 1949.
- Montclair State Teachers College, Montclair—W. Scott Smith; June 16, 1949; August 19, 1949.
- New Jersey State Teachers College, Paterson—Samuel P. Unsicker; January 29, 1949; June 18, 1949; August 20, 1949.
- Newark College of Engineering, Newark 2—C. H. Stephans; June 3, 1949.
- Princeton University, Princeton—Gordon G. Sikes; February 9, 1949; June 14, 1949. Senior interviews—November 15-December 15; February 14-May 1.
- Rider College, Trenton—(Mrs.) Marvin G. Creager; November 26, 1948; February 25, 1949; May 27, 1949; August 19, 1949.
- Rutgers University, New Brunswick—John P. Kirkwood; February, 1949; June, 1949; Newark Campus—Benjamin T. Summer, Jr.; February, 1949; June, 1949; July, 1949.
- Stevens Institute of Technology, Hoboken—Harold R. Fee; February 5, 1949; June 11, 1949.
- NEW MEXICO**
- New Mexico College of Agricultural and Mechanic Arts, State College—Goldie Slingerland; January 31, 1949; June 5, 1949; August 7, 1949.
- University of New Mexico, Albuquerque—Brad Prince; February 1, 1949; June 7, 1949; August 7, 1949. Senior interviews—Avoid December 18-January 3; January 24-29; April 13-18.
- NEW YORK**
- Adelphi College, Garden City, L. I.—Elizabeth O'Neill; January 28, 1949; June 15, 1949.
- Alfred University, Alfred—Edward L. Hawthorne; June 13, 1949.
- City College of New York, New York 31—Robert J. Shotter; February 1, 1949; June 21, 1949.
- Clarkson College of Technology, Potsdam—L. W. Herron; January 30, 1949; June 5, 1949. Senior interviews—Preferably February 15-May 15, concentrating in March and April.
- Colgate University, Hamilton—February 2, 1949; June 14, 1949.
- College of Mount Saint Vincent, New York 63—Mary J. O'Donnell; June 7, 1949. Senior interviews—February 1-June 1.

- College of New Rochelle, New Rochelle—M. Irene Wightwick; June 7, 1949.
- Columbia University, New York—Robert F. Moore; January 31, 1949; June 9, 1949.
- Cornell University, Ithaca—February, 1949; June, 1949.
- Elmira College, Elmira—(Mrs.) Howard H. Clute; June 13, 1949. Senior interviews—Before spring vacation, April 8; May.
- Fordham University, Fordham — Robert D. McCabe; June 8, 1949.
- Hamilton College, Clinton—Winton Zolles; June 12, 1949.
- Hofstra College, Hempstead, L. I.—Perry A. Waldner; January 22, 1949; June 12, 1949.
- Houghton College, Houghton—Rachel Davison; June 6, 1949.
- Hunter College, New York 21—Marion J. Crosby; January 31, 1949; June 22, 1949.
- Manhattanville College of the Sacred Heart, New York 27—Margaret Rogers; June 7, 1949.
- New York University, New York—Lawrence Zimmet; February 5, 1949; June 15, 1949.
- Pratt Institute, The Art School, Brooklyn 5—VanDyke Billings; June 4, 1949.
- Queens College, Flushing—George F. Davenel; January 15, 1949.
- Rensselaer Polytechnic Institute, Troy—Herbert P. Catlin; January 28, 1949; June 10, 1949. Senior interviews—February 28-May 13, except April 13-21.
- Russell Sage College, Troy—Priscilla Humphreys; June 5, 1949.
- St. Bonaventure College, St. Bonaventure—James L. Hayes; January 20, 1949; June 5, 1949.
- St. Francis College, Brooklyn 2—Rudolph Corvini; June 1, 1949.
- St. John's University, Brooklyn 6—Charles A. Becht; February 1, 1949; June 9, 1949. Senior interviews—January 10-20; March 1-15.
- St. Lawrence University, Canton—Theodore J. Siekmann; January, 1949; June, 1949; August 1949. Senior interviews—January graduates—December; June graduates—April 1-May 15.
- Sarah Lawrence College, Bronxville 8—Jane Gillespie; June 1, 1949.
- Skidmore College, Saratoga Springs—Harryette Creasy; June 5, 1949. Senior interviews—February 10-March 10, April 7-May 20.
- State Teachers College, Oneonta—A. E. Fizzle; January, 1949; June, 1949; August, 1949.
- Syracuse University, Syracuse—(Mrs.) G. Allis; January 31, 1949; June 6, 1949.
- University of Buffalo, Buffalo 14—E. L. Klingelhofer; January 15, 1949; May 15, 1949; September 1, 1949.
- University of Rochester, Rochester—Ward L. Taylor; June 20, 1949. Senior interviews—November 1-June 1. Avoid December 20-January 6; January 20-February 4; April 13-26.
- Vassar College, Poughkeepsie—Zita L. Thornbury; February 4, 1949; June 10, 1949.
- Wells College, Aurora—Katherine U. Williams; May 30, 1949.
- ### NORTH CAROLINA
- Duke University, Durham—Fannie Y. Mitchell; January 27, 1949; June 6, 1949.
- North Carolina State College, Raleigh—E. L. Cloyd; December 16, 1948; March 18, 1949; June 13, 1949.
- Queens College, Charlotte 7—(Mrs.) Willis M. Yandle, Jr.; June 6, 1949.
- University of North Carolina, Chapel Hill—J. M. Galloway; December 17, 1948; March 17, 1949; June 4, 1949; August 27, 1949. Senior interviews—Avoid March 17-22.
- Wake Forest College, Wake Forest—Jasper L. Memory, Jr.; January 26, 1949; May 30, 1949. Senior interviews—January graduates, January 13; May graduates, May 12.
- ### NORTH DAKOTA
- North Dakota Agricultural College, Fargo—P. J. Iverson; December 17, 1949; March 18, 1949; June 10, 1949; August 20, 1949.
- University of North Dakota—J. Lloyd Stone; February 3, 1949; June 12, 1949.
- ### OHIO
- Antioch College, Yellow Springs—J. D. Dawson; March 26, 1949; June 18, 1949.
- Baldwin-Wallace College, Berea — Bertha L. Stiefel; December 17, 1948; March 25, 1949; June 17, 1949; August 5, 1949.
- Bluffton College, Bluffton—J. S. Schultz; January 22, 1949; May 30, 1949; August 20, 1949.
- Capital University, Columbus—Earl C. Metz; June 14, 1949.
- Case Institute of Technology, Cleveland—Marion S. Day; January 23, 1949; June 4, 1949. Senior interviews—January graduates, October 15-January 15; June graduates, March, April, May.
- College of Wooster, Wooster—Arthur F. Southwick; February 1, 1949; June 13, 1949. Senior interviews—Avoid December 17-January 3; January 21-February 1; March 25-April 5.
- Denison University, Granville—Robert E. Dixon; January 29, 1949; June 6, 1949.
- Heidelberg College, Tiffin 4—E. I. F. Williams, Dept. of Education; Robert Bazlen, Business; Charles M. Prugh, Dean of Men; Grace Leslie, Dean of Women; January 29, 1949; June 6, 1949; August 26, 1949.
- Hiram College, Hiram—Melvin A. Anderson; June 9, 1949.
- Kent State University, Kent—L. H. Munzenmayer; June 11, 1949; September 2, 1949.
- Kenyon College, Gambier—Robert B. Brown; June 13, 1949.
- Lake Erie College, Painesville—Leona G. Naragon; June 6, 1949.

- Marietta College, Marietta—(Mrs.) William S. Eberle; January 29, 1949; June 5, 1949; August 28, 1949. Senior interviews—Preferably concluded by May 15.
- Miami University, Oxford—January 28, 1949; June 6, 1949; July 22, 1949; August 26, 1949.
- Muskingum College, New Concord—January 29, 1949; June 6, 1949; August 26, 1949.
- Notre Dame College, South Euclid—Mary G. Reese; June 1, 1949.
- Oberlin College, Oberlin—Dorothy M. Smith; February 1, 1949; June 13, 1949. Senior interviews—Avoid December 18-January 3; January 22-February 3; April 9-19.
- Ohio State University, Columbus—A. C. Stalnaker; December, 1948; March, 1949; June, 1949; September, 1949. Senior interviews—Preferably February, April, July.
- Ohio University, Athens—Albert C. Gubitz; February 5, 1949; June 12, 1949. Senior interviews—December 18-January 3; April 12-20.
- Otterbein College, Westerville—F. J. Vance; January 28, 1949; June 6, 1949; August 27, 1949.
- University of Akron, Akron 4—Philip S. Sherman; January 31, 1949; June 14, 1949.
- University of Cincinnati, Cincinnati—Rex L. McHatton; February, 1949; June, 1949; August, 1949.
- University of Toledo, Toledo—Kemper W. Merriam; January 29, 1949; June 11, 1949.
- Western Reserve University, Cleveland—Harold E. Adams; February 2, 1949; June 15, 1949. Senior interviews—February 2, June 15.
- Wilmington College, Wilmington—Ray Smithson, Jr.; January 28, 1949; June 3, 1949; July 9, 1949; August 12, 1949.
- Youngstown College, Youngstown 2—Robert D. Cooper; June 10, 1949.
- OKLAHOMA**
- Oklahoma A. and M. College, Stillwater—A. O. Martin; January 27, 1949; May 30, 1949.
- Oklahoma City University, Oklahoma City—Doris J. Miller; January 21, 1949; May 27, 1949; July 8, 1949; August 17, 1949.
- Phillips University, Enid—M. H. Ziegler; January 21, 1949; June 3, 1949.
- University of Oklahoma, Norman—Frank A. Ives; January 26, 1949; June 5, 1949; August 7, 1949.
- University of Tulsa, Tulsa—Ross Beall; January 27, 1949; May 30, 1949; July 29, 1949.
- OREGON**
- Oregon State College, Corvallis—May Workinger, Teacher Placement; June 6, 1949.
- Pacific University, Forest Grove—D. D. Darland; June 1, 1949.
- University of Oregon, Eugene—Karl W. Onthank; December 17, 1948; March 18, 1949; June 18, 1949.
- Willamette University, Salem—H. B. Jory; February 5, 1949; June 11, 1949.
- PENNSYLVANIA**
- Albright College, Reading—Anna R. Benninger; January 30, 1949; June 5, 1949.
- Allegheny College, Meadville—John Bair; February 3, 1949; June 13, 1949.
- Beaver College, Jenkintown—Amelia Peck; June 5, 1949.
- Bryn Mawr College, Bryn Mawr—Louise F. H. Crenshaw; May 31, 1949.
- Bucknell University, Lewisburg—Raymond K. Irwin; January 29, 1949; June, 1949; August, 1949.
- California State Teachers College, California—Thomas M. Gilland; January 14, 1949; May 23, 1949; August 25, 1949.
- Carnegie Institute of Technology, Pittsburgh—Charles E. Wangeman; June 16, 1949. Senior interviews—February 14-May 27.
- Cedar Crest College, Allentown—Mary E. Kreibel; June 6, 1949.
- Dickinson College, Carlisle—Amos B. Horlacher; January 29, 1949; June 5, 1949. Senior interviews—Preferably December 5-April 15.
- Drexel Institute of Technology, Philadelphia 4—Arthur J. McGraw; December 14, 1948; June 20, 1949.
- East Stroudsburg State Teachers College, East Stroudsburg—Thomas J. Breitwieser; January 15, 1949; May 28, 1949; August 26, 1949.
- Edinboro State Teachers College, Edinboro—January 15, 1949; May 20, 1949; August, 1949.
- Franklin and Marshall College, Lancaster—Harold Fischer; February 4, 1949; June 7, 1949.
- Gettysburg College, Gettysburg—William O. Duck; January 29, 1949; June 6, 1949; August 27, 1949.
- Haverford College, Haverford—Bennett S. Cooper; February 5, 1949; June 11, 1949.
- Immaculata College, Immaculata—Sister Anastasia Marie; June 1, 1949.
- Juniata College, Huntingdon—J. Melvin Rhodes; January 17, 1949; June 6, 1949.
- Kutztown State Teachers College, Kutztown—W. W. Rieker; January 15, 1949; May 23, 1949.
- Lafayette College, Easton—Fred W. Slantz; February 5, 1949; June 10, 1949. Senior interviews—January 5-22; February 11-April 12; April 20-May 25.
- Lehigh University, Bethlehem—E. Robins Morgan; February 6, 1949; June 20, 1949.
- Lock Haven State Teachers College, Lock Haven—Allen D. Patterson; January, 1949; June, 1949; August, 1949.
- Marywood College, Scranton 9—Rosemary Carroll; May 29, 1949.
- Moravian College, Bethlehem—Robert P. Snyder; February 5, 1949; June 6, 1949.
- Moravian College for Women, Bethlehem—Edith J. Stauffer; June 6, 1949.
- Mount Mercy College, Pittsburgh 13—Sister M. Regis; June 7, 1949; August 5, 1949.

Pennsylvania State College, State College—George N. P. Leetch; January 31, 1949; June 6, 1949. Senior interviews—January graduates—October 11-December 17; June graduates, February 21-May 13, except April 14-20.

Rosemont College, Rosemont—Mother Marie Basil; June 6, 1949.

St. Joseph's College, Philadelphia—Robert H. S. Stewart; June 4, 1949. Senior interviews—beginning in February.

St. Vincent College, Latrobe—Dr. Jordan; May, 1949.

Swarthmore College, Swarthmore—Kenneth Allebach, men; Alice Moran, women; January 27, 1949; June 6, 1949.

Temple University, Philadelphia 22—John Barr; Robert L. D. Davidson; February 15, 1949; June 16, 1949. Senior interviews—January, March, April, except January 24-February 2; February 15; April 12-20.

Thiel College, Greenville—Alton G. Kloss; January 21, 1949; May 27, 1949; August 26, 1949.

University of Pennsylvania, Philadelphia 4—E. Craig Sweeten; February 12, 1949; June 15, 1949. Senior interviews—December through June, except December 3-January 3; January 24-February 5; April 9-19; May 30-June 11.

University of Pittsburgh, Pittsburgh 13—C. H. Ebert, Jr.; January 27, 1949; June 8, 1949. Senior interviews—October 11-December 16, February 14-May 1.

Ursinus College, Collegeville—J. S. Heiges; June 6, 1949; October 14, 1949.

Washington and Jefferson College, Washington—Harold W. Perkins; June 4, 1949.

Waynesburg College, Waynesburg—M. K. Talpas; June 12, 1949.

Wilson College, Chambersburg—Rudene Taffar; June 9, 1949.

RHODE ISLAND

Brown University, Providence—James A. Cunningham, Jr.; February 9, 1949; June 20, 1949.

Rhode Island State College, Kingston—Robert D. Cashman; January 31, 1949; June 13, 1949.

SOUTH CAROLINA

Clemson College, Clemson—Registrar's Office; January 29, 1949; June 4, 1949.

Coker College, Hartsville—K. G. Kuehner; May 31, 1949.

College of Charleston, Charleston 10—E. E. Towell; January 15, 1949; May 31, 1949.

Converse College, Spartanburg—Elford C. Morgan; May 30, 1949.

Furman University, Greenville—George A. Christenberry; January 28, 1949; June 6, 1949.

Limestone College, Gaffney—H. P. Wheeler; January 29, 1949; May 29, 1949.

University of South Carolina, Columbia—Basil M. Parks; January 29, 1949; June 9, 1949.

Winthrop College, Rock Hill—John G. Kelly; January 22, 1949; May 29, 1949.

SOUTH DAKOTA

Northern State Teachers College, Aberdeen—J. R. McAnelly; May 27, 1949; August 12, 1949.

University of South Dakota, Vermillion—H. E. Brookman; January 29, 1949; May 28, 1949.

Yankton College, Yankton—J. E. R. Altena, Teacher Placement; January 28, 1949; June 6, 1949.

TENNESSEE

Southwestern at Memphis, Memphis—Goodbar Morgan; January 28, 1949; May 31, 1949.

University of Tennessee, Knoxville—James R. Jakes; December 9, 1949; March 10, 1949; June 6, 1949; August 26, 1949.

Vanderbilt University, School of Engineering, Nashville—Fred J. Lewis; December 18, 1948; March 16, 1949; June 6, 1949. Senior interviews—Avoid December 11-January 4; March 10-22.

TEXAS

Abilene Christian College—Walter A. Adams; January 27, 1949; June 2, 1949.

Agricultural and Mechanical College of Texas, College Station—Wendall R. Horsley; January 28, 1949; June 4, 1949; July 16, 1949; August 27, 1949.

Baylor University, Waco—Lorena Stretch; December 1, 1948; March 1, 1949; June 1, 1949; August 24, 1949.

North Texas State Teachers College, Denton—E. H. Farrington; January 31, 1949; May 29, 1949.

Rice Institute, Houston 1—L. B. Ryon, Civil Engineering; J. S. Waters, Electrical Engineering; James Woodburn, Mechanical Engineering; A. J. Hartsook, Chemical Engineering; J. D. Thomas, Liberal Arts; June 6, 1949.

Sam Houston State Teachers College, Huntsville—W. E. Driskill; January 28, 1949; May 29, 1949.

Southern Methodist University, Dallas 5—D. Y. Robb; January 31, 1949; May 21, 1949.

Texas State College for Women, Denton—Bertie Hammond; February 6, 1949; June 6, 1949; August 31, 1949.

Texas Technological College, Lubbock—Jean A. Jenkins; January 31, 1949; June 6, 1949; August 31, 1949.

University of Texas, Austin 12—Ralph E. Frede; January 31, 1949; May 30, 1949. Senior interviews—February, March, April.

UTAH

University of Utah, Salt Lake City 1—Herald L. Carlston; December 18, 1948; March 18, 1949; June 12, 1949; August 30, 1949.

VERMONT

Bennington College, Bennington—Bertha H. Funnell; December 18, 1948; July 2, 1949.

Middlebury College, Middlebury—Barbara A. Wells, E. J. Wiley; June 13, 1949.

Norwich University, Northfield—John E. Mazuzan; January 22, 1949; June 6, 1949.

VIRGINIA

Hollins College, Hollins College—Oreen Ruedi; June 6, 1949.

Lynchburg College, Lynchburg—Jacob H. Cunningham, Business, Industry and Government; Fred Helsabeck, Teacher Placement; January 28, 1949; June 6, 1949; August 26, 1949.

Randolph-Macon Woman's College, Lynchburg—Alice M. Needham; January 29, 1949; June 6, 1949.

State Teachers College, Farmville—Mary W. Watkins; January 29, 1949; June 6, 1949. Senior interviews—March, April, May.

Sweet Briar College, Sweet Briar—Carrolle E. Anderson; June 4, 1949; June 6, 1949. Senior interviews—After April 4.

University of Virginia, Charlottesville—C. H. Kauffman; June 13, 1949.

Mary Washington College, Fredericksburg—Margaret Swander; January 27, 1949; May 30, 1949.

Virginia Polytechnic Institute, Blacksburg—David B. Dunleavy; December 18, 1948; March 23, 1949; June 11, 1949.

WASHINGTON

Central Washington College of Education, Ellensburg—E. E. Samuelson; March, 1949; June, 1949; August, 1949; December, 1949.

Eastern Washington College of Education, Cheney—Omer Pence; December 15, 1948; March 18, 1949; June 7, 1949; August 12, 1949.

State College of Washington, Pullman—N. J. Aiken; January 30, 1949; June 6, 1949. Senior interviews—Monday-Friday, except December 18-January 3; April 2-11.

University of Washington, Seattle—Norman D. Hillis; December 17, 1948; March 18, 1949; June 11, 1949; August 20, 1949.

Whitworth College, Spokane—Estella E. Baldwin; December 13, 1948; March 18, 1949; June 13, 1949.

WEST VIRGINIA

Alderson-Broadus College, Phillippi—John W. Elliott January 21, 1949; May 29, 1949; July 2, 1949; August 6, 1949.

Fairmont State College, Fairmont—Eleanor R. Bayley; January 28, 1949; May 30, 1949; August 20, 1949.

Marshall College, Huntington—January 29, 1949; June 6, 1949; August 26, 1949.

Morris Harvey College, Charleston—William Morlane; January 22, 1949; May 31, 1949; August 26, 1949.

Salem College, Salem—E. A. Elliott; May 26, 1949; July 8, 1949; August 19, 1949.

West Virginia University, Morgantown—H. E. Stone; January 23, 1949; May 30 1949. Senior interviews—Except December 17-January 3; April 13-21.

West Virginia Wesleyan College, Buckhannon—A. A. Schoolcraft; January 30, 1949; May 31, 1949; August 26, 1949.

WISCONSIN

Carroll College, Waukesha—George Olson; January 22, 1949; May 23, 1949.

Lawrence College, Appleton—Robert S. Wilch; June 12, 1949.

Marquette University, Milwaukee 3—R. J. Panlener; December, 1948; March, 1949; May, 1949; August, 1949.

Northland College, Ashland—J. T. Kendrigan; June 13, 1949.

Ripon College, Ripon—J. Frederic Andrews; January 20, 1949; June 2, 1949.

University of Wisconsin, Madison—Emily Charvenik; June 17, 1949. Senior interviews—Avoid December 18-January 3; January 20-February 7; April 16-25; May 30.

WYOMING

University of Wyoming, Laramie—R. E. McWhinnie; December 18, 1948; March 19, 1949; June 9, 1949; August 19, 1949.

CANADA

McGill University, Montreal, Quebec—C. M. McDougall; May 25, 1949. Senior interviews—Before March 31.

University of British Columbia, Vancouver—John F. McLean; April 30, 1949. Senior interviews—February, March.

University of Toronto, Toronto, Ontario—J. K. Bradford; Engineering, May 1, 1949; Physics, Arts and Commerce, May 20, 1949.



TOO LATE FOR CLASSIFICATION

ARKANSAS

Arkansas State College, State College—J. Walter Turner; May 27, 1949; August 12, 1949.

FLORIDA

University of Tampa, Tampa 6—M. C. Rhodes; January 29, 1949; June 2, 1949; August 5, 1949.

IDAHO

University of Idaho, Moscow—Harlow H. Campbell, January 31, 1949; June 3, 1949.

IOWA

University of Iowa, Iowa City—Helen M. Barnes; February 5, 1949; June 10, 1949; August 10, 1949.

KENTUCKY

University of Kentucky, Lexington—L. H. Carter; January 18, 1949; June 1, 1949; August 13, 1949.

MISSISSIPPI

Delta State Teachers College, Cleveland—D. M. Allen; May 24, 1949; August 9, 1949.

MISSOURI

Park College, Parkville—Edward M. Carter; February 5, 1949; June 6, 1949.

St. Louis University, St. Louis—Gerald A. Koetting; January 30, 1949; June 1, 1949; July 12, 1949; August 20, 1949.

Parks Air College, December 17, 1948; March, June, September.

PENNSYLVANIA

Muhlenberg College, Allentown—John H. Wagner; June 6, 1949. Senior interviews—March 15-May 30.

SOUTH DAKOTA

South Dakota State College of Agriculture and Mechanic Arts, Brookings—C. R. Wiseman, teachers; December 17, 1948; March 18, 1949; June 6, 1949.

VERMONT

University of Vermont, Burlington—Norman E. Lange; June 20, 1949.

VIRGINIA

College of William and Mary, Williamsburg—John C. Bright; February 2, 1949; June 12, 1949. Senior interviews—1st Semester—November 15-January 15. 2nd Semester—February 15-May 20.



According to *THE MINNEAPOLIS MORNING TRIBUNE*, August 15, 1948, General Mills, Inc. pioneered an experiment in industrial self-criticism. Six professors from Harvard University's Graduate School of Business Administration spent 11 weeks this summer surveying and studying the company's organization and operations. The company financed the project.

The committee of experts had absolute freedom. They studied whatsoever operations and records or interviewed whatever personnel they thought advisable. The one condition was that they write a report before August 13th giving the board of directors "an outside point of view."

The professors spent several days working as a unit to gain an over-all picture of company operations. Then they separated, each member following his own specialty in advertising and marketing, production, accounting and control, personnel and labor relations, procurement or top management. Their itinerary called for interviewing and observing at a number of firm's plants and branch offices as well as the Minneapolis headquarters.

The company offered the professors no specific problem to tackle, but merely opened its doors and told the committee to take a look. While the primary objective of the survey is the final report, the professors may use the data they gather as part of their course work at Harvard.

SO YOU WANT TO BE A JOURNALIST!

HARRY E. STONE, *Director*

West Virginia University, Morgantown, W. Va.

"No, I'm not interested in leaflets on careers and your 'Career Book Shelf' does not interest me. I've chosen my career. I'm going to be a journalist. I made my decision in high school. I worked on the school paper."

Bill tossed his freshman cap toward a near-by hat rack, made a ringer and settled down in a rather uncomfortable chair to await my reactions.

"Do you want to be a reporter on a small town newspaper?" I queried.

"I should say not" Bill replied with emphasis. "I'd like to be a foreign correspondent or work for the Associated Press."

"You might have to gain experience as a reporter, Bill, before realizing your long-term journalistic ambition," I ventured.

"What about opportunities as a political writer or columnist?" Bill asked, showing some interest.

"That's a field, Bill, which calls for both knowledge and experience, as well as skill in the techniques of journalistic writing. College courses in economics, English, political science, sociology and American history, as well as world history, would help you, Bill. So would experience on a daily newspaper. The by-line editing of a political column is work that many an editor would like to get into.

"Did you ever think you would like to run a country weekly newspaper, Bill? I know graduates in journalism who now own small newspapers, have become leaders in their communities and are happy in their work."

"I wouldn't be happy very long just working on a newspaper. I want to write for magazines or be a columnist or do something besides write small town stuff," Bill retorted.

"Did you ever investigate the opportunities for trained specialists as financial writers, dramatic critics, sports editors, writers of scripts for radio programs, editors of plant magazines and press agents, Bill?"

"I never thought of those jobs. Do you have any information about them?"

"Yes, indeed, Bill, and I suggest that you broaden your knowledge of the field we call journalism. These leaflets and book lists will help you. Why not do more exploratory work? You will discover many more avenues for the use of the training you hope to obtain in journalism.

"You seem to like technical problems and you are also interested in business. The business management of a newspaper might appeal to you. Remember also, Bill, that without the mechanical department, there would be no newspaper."

"What work do most of the graduates in journalism do?" Bill demanded.

"That's a good question, Bill, and a very practical one. One of last year's graduates is on the staff of the house organ of a large chemical plant. Another recent graduate is teaching journalism in a small town high school. After ten years' experience, one graduate is now doing reporting and editorial work in a city office of the Associated Press. One man who was graduated fifteen years ago is a copy writer for a Chicago advertising firm. Two graduates with fifteen years' experience are on the staffs of well-known national magazines. A graduate with nine years' experience is a University Agricultural Extension Editor. A young woman from last year's class is Assistant Society Editor on a newspaper in a small city. Several are on the staffs of small radio stations. A graduate in journalism with seven years' experience on newspapers and an M.A. degree was recently appointed Assistant Director of the Bureau of Information of a large University.

"I might continue indefinitely, Bill. My purpose is to show you that the top-notch jobs in journalism are the result of education, ability and experience. Any job on a newspaper, whether small or large, offers good initial experience. So does a job in a small radio station or on the staff of a factory house-organ or plant magazine."

"How about my borrowing some of those books on Journalism as a Career?" said Bill.

"I'll take some of those leaflets on journalism, too. I guess I'd better learn more about what journalists do."

"That's right, Bill, and don't neglect to learn how fascinating some men have found work on country weeklies and small town newspapers. Read the biographies of our greatest editors, publishers, advertising men, radio announcers, script writers, columnists, press agents and public relations men. You will find that many began as reporters on small newspapers. Some still call themselves newspapermen rather than journalists."



A limited supply of reprints of "Modern Hospital Sketches" which appeared in the October issue is available. Copies may be obtained by writing to The Woman's Hospital of Philadelphia, Preston and Parrish Streets, Philadelphia 4, Pennsylvania.

Now Available for Classroom Showings

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MAGAZINE MAGIC

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612 Public Ledger Building

Philadelphia 6, Pa.

THE CURTIS PUBLISHING COMPANY

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publishers of

THE SATURDAY EVENING POST, LADIES' HOME JOURNAL, COUNTRY GENTLEMAN, HOLIDAY, AND JACK AND JILL

*** ASSOCIATION TO GIVE EXAMINATION FOR ADVERTISING AGAIN THIS SPRING**

ADVERTISING and sales executives in the merchandising fields will again have an additional source from which to draw promising new advertising talent, since lists of high-scoring candidates from the American Association of Advertising Agencies' annual Examination for Advertising will be made available in the future to interested merchandising firms.

Given annually to attract high-calibre young people to advertising and to test them for specific types of work in the industry, the A.A.A.A. examination is open to both experienced and inexperienced personnel. The tests will to be held this spring in about 12 cities from coast to coast. This year the national committee is recommending that A.A.A.A. Councils and Chapters forward the records of promising candidates first to A.A.A.A. members, then to other agencies, advertisers, publishers, radio stations and other employers in advertising who can use the kinds of ability revealed by the A.A.A.A. examination. While no candidate is guaranteed a job, this wider distribution of examination records should result in an increased number of job interviews and act to bring promising newcomers into all branches of the advertising industry.

Seven Types of Work Covered

The examination attempts to evaluate five classes of characteristics that contribute to a man or woman's success in the advertising field. In an eight-hour session specific aptitudes, learning ability, temperament factors and vocational interests are analyzed through a battery of tests compiled by The Personnel Laboratory of New York, specialists in the testing of advertising personnel. Practical knowledge is measured through a second series of tests designed by advertising executives.

Each candidate's potentialities are rated for seven types of advertising work. These include copy writing, mechanical production, layout and art, media selection, research, contact-plans-merchandising, and radio and television production. The examination has indicated that only one person in five, on the average may be rated as a good or excellent risk in any of these fields of work.

Useful Guidance

In addition to aiding the employer to select capable new personnel, the examination provides useful guidance for the examination candidates. In giving the examination last year, the A.A.A.A. found that the great majority of young advertising people were primarily interested in copy writing and in plans and merchandising while few were attracted to the less well-known phases of advertising.

Too frequently the tests showed that a person with unusual promise for work like mechanical production was determined to get into one of the highly popular fields for which he had far less aptitude. In such cases the Examination Plan has been useful in directing the young person into the field where he can do his best work.

The examination was given last April in Boston, Chicago, Cleveland, Dayton, Detroit, Los Angeles, Minneapolis, New York, Philadelphia, Pittsburgh, and Portland, Oregon, to a total of 608 persons.

A.A.A.A. Councils and Chapters sponsoring the tests received approximately 2,500 inquiries from all sections of the country. Applicants reporting for the examination came from 25 states.

Ages and occupations of the candidates were almost as diversified as their geographical backgrounds. Six out of ten were college seniors exploring opportunities for newcomers to the advertising field, but many of the

*Compiled from news releases received from Mackarness Goode, American Association of Advertising Agencies.

remaining candidates were already established in responsible positions. Young people in public relations, selling, publishing and allied occupations applied in considerable numbers.

The ratio of men to women was about the same as in 1947, when seven out of eight candidates were male. Average age of the group remained at about 26 years.

After all tests were scored, each candidate received a complete report of his showing.

Popular Misconceptions Handicap Those Who Seek Advertising Careers

Young people who seek to "get into advertising" are too often handicapped by popular misconceptions of the advertising business and the jobs it offers, according to John C. Wiley, chairman of the examination committee of the American Association of Advertising Agencies. He stated that the distorted view of advertising presented by popular fiction and by the moving pictures misleads many persons who hope to enter the advertising industry.

"Copy writing and the work of account executives have understandably been pictured as the most dramatic activities of our business," Mr. Wiley said. "Unfortunately, people seriously thinking of going into advertising appear to share the general belief that these are virtually the only activities in an advertising agency.

"In giving the examination in 1947, the Association asked all candidates to check the various types of advertising work that appealed to them. Three out of four expressed an interest in contact-plans-merchandising,

while three out of five checked copy writing. Interest dropped off rapidly as the candidates came to radio production, research, media selection and other important but lesser-known phases of agency work.

"This one-sided view may doubly handicap the newcomer.

"It obviously increases the competition for copy writing and contact jobs.

"It may also lead the candidate away from the fields in which his greatest natural abilities lie. Too frequently the tests showed that a person with unusual promise for work like research was nevertheless determined to get into one of the highly popular fields for which he had far less aptitude. In each of the fields tested, we found that only one candidate in five, on the average, ranked as a 'good' or 'excellent' risk."

Starting jobs in agencies are difficult to secure under any circumstances, Mr. Wiley stated, because the entire agency business in this country employs only about 25,000 people, or less than the number employed by any one of many large industrial firms. "All agencies combined offer only about 1,500 new jobs a year," he pointed out. "The newcomer can hardly afford to direct his efforts into fields where he cannot do his best work. However, it has been estimated that other branches of the business will offer perhaps twice as many positions to advertising personnel."

For more information address

American Association of Advertising Agencies
420 Lexington Avenue, New York 17, N. Y.



CITY COLLEGE OF NEW YORK REPORTS ON GRADUATES' ACTIVITIES

JOHN F. X. RYAN, *Director, Undergraduate Placement*
The City College of New York, New York, N. Y.

Believing that the follow-up is an integral part of placement, the Association here presents the resume of a questionnaire in progress on the graduating class of June, 1947, City College of New York. It is hoped that this report will encourage other placement officers to make the same type of study and, at the same time, serve as a pattern for those unfamiliar with the methods of compiling such information.

THIS study is meant for informational purposes and not to be construed as scientifically accurate. There has been much work done on methods of securing information and it is hoped as follow-ups are conducted we may be able to report on a 100% of the group. Limitations of data of this type were brought out by Shuttleworth in his study of the class of '36 at the City College.

Post card questionnaires were sent to the eleven hundred graduates of June 1947. Forty-six point eight percent answered. The individual percentage on each degree group is indicated in Table II.

Table I gives a distribution of the per annum salary, one year later, of each degree group working full time. The median wage for the class as a whole is \$2550. Median wages for each degree group are, B.E.E. \$3350 per annum; B.C.E. \$3180 per annum; B.Ch.E. \$3025 per annum; B.M.E. \$2900 per annum; B.S.S. (varied majors) \$2600 per annum; B.A. (varied majors) \$2500 per annum; B.B.A. (other majors than accounting) \$2500 per annum; B.B.A. (accountants) \$2300 per annum; B.S. in Ed. \$2200 per annum.

The median wage for the group as a whole does not compare favorably with manufacturing wages. The separate medians of engineering graduates does compare favorably with the engineering profession as a whole. It is also indicative of the opportunities in engineering fields. According to Armsby opportunities will be available in this field

until 1950. In the greater majority of cases of those making \$3500 and above, the experience factor is operative. This is especially true of the B.B.A. students and the B.S. in Ed. students. Table II indicates that this is truly the "Age of Graduate Study". In relation to unemployment, the Science group is a labor surplus in New York City. Table II further indicates that City College Engineering Graduates are taking advantage of the opportunities outside of New York. This is in keeping with the distribution of the engineering profession as indicated in "The Engineering Profession in Transition" especially for the young engineer without experience. No generalization can be made with such insufficient data in regard to undergraduate vocational preparation except to say the more vocationally accented degrees such as B.B.A. and Engineering degrees seem to have a greater amount working in field of their major.

Electrical Engineers:

Graduate Schools which some of this group are attending are Polytechnic Institute of Brooklyn, Yale University, Columbia, University of Michigan. One of the students attending University of Michigan stated that engineering positions for graduates are plentiful there. One student is taking graduate level training at a General Electric school.

The graduate who indicated that he is making \$4,000 is a salesman and the salary includes commission. There is a very good article on "Sales" engineering for interested

people in the April 1948 issue of Journal of Engineering Education.

Job titles listed were, Assistant Engineer, Radio Engineer, Test Engineer Electronics Engineer, Draftsman, Sales Engineer.

Mechanical Engineers:

Those listing salaries of \$5200 and \$4150 per annum indicate that they were experienced men in the field before they received their degrees.

Some pertinent remarks: "There are plenty of jobs outside of New York for City men"; "Engineering jobs in New York City hard to find"; "Give more emphasis to drafting, more liberal grading system"; "Become a brick-layer and make \$3.15 an hour".

Some position titles listed were Technical Writer, Mechanical Engineer, Inspector of Auto Equipment, Machine Designer, Air Conditioning Engineer, Industrial Engineer, De-

velopment and Design, College Instructor, Mechanical Production Engineer, Salesman, Timekeeper, Combustion Engineer.

Civil Engineers:

Job titles listed were Concrete Detailer, Steel Detailer, Draftsman, Mechanical Engineer, Jr. Civil Engineer.

Pertinent remarks: "Do part time work in your field while attending college for the sake of having experience when applying for a job." This is easier said than done.

"After working at \$40/wk. Private Co. am now employed by city at \$65.00 a week." Over a long period of time this twenty-five dollars may mean nothing. A young engineer is a professional person; as such immediate rewards are not as important as he may think. This is a point which some overlook when entering or studying for any profession.

Table I

DISTRIBUTION OF PER ANNUM SALARY OF THE GRADUATING CLASS, JUNE, 1947, THE CITY COLLEGE, ONE YEAR LATER BY DEGREE GROUP

Salary per Annum	BBA Acctg. Map.	BBA (all Maj. exc. Acctg.)	B.A.	B. S. S.	B. Ch. E.	B. C. E.	B. M. E.	B. E. E.	B.S. (Chem. Maj.)	B.S. Maj. Exc. Chem.	B.S. Ed.	Total	% of Total
1000-1500	4	1	2	—	—	—	—	—	3	—	—	10	3
1501-2000	34	11	3	4	—	—	—	—	1	—	7	60	19
2001-2500	18	17	4	6	—	—	1	—	7	2	16	71	23
2501-3000	21	15	7	3	7	2	14	6	6	3	6	90	28
3001-3500	5	7	1	5	7	4	8	7	1	3	1	49	15
3501-4000	8	7	1	1	—	1	3	4	—	1	1	27	8
4001-4500	3	—	—	—	—	—	1	—	—	—	—	4	1.1
4501-5000	1	—	—	1	—	—	—	—	—	—	—	2	7
4001-5500	2	—	—	—	—	—	1	—	—	—	—	3	1
5501-6000	1	—	—	—	—	—	—	—	—	—	—	1	.4
6001-6500	—	—	—	—	—	—	—	—	—	—	—	—	—
6501-7000	—	—	—	—	—	—	—	—	—	—	—	—	—
7001-7500	1	—	—	—	—	—	—	—	—	—	—	1	.4
7501-8000	—	1	—	—	—	—	—	—	—	—	—	1	.4
Totals	98	59	18	20	14	7	28	17	18	9	31	319	100
% Those Re-turning Questionnaire													
Wrkg. F.T.*	92		80	37	70	100	94	85	32		52	71.33	
(approx.)			*Full time										

Table II

PERCENTAGE TABLE OF AGGREGATE RETURN AND ANSWERS ON A POST CARD QUESTIONNAIRE OF THE GRADUATING CLASS, JUNE, 1947, THE CITY COLLEGE, ONE YEAR LATER

DEGREE	No. of Students Graduated June, 1947	% Returning Questionnaire	%* Attending School Graduate	% Working Outside of New York City	%** Working in Major Field	% Working in Related Field	% Not Working in Major or Related Field
B.B.A.	509	33½	30	10	72	13	15
B.A.	44	52	65	10	50	25	25
B.S. (Sciences)	161	41	76	20	40	10	50
B.S.Ed.	97	50	38	4	35	16	49
B.S.S.	129	43	75	15	35	25	40
B.Ch.E.	38	52	60	58	70	25	5
B.C.E.	15	46	40	40	90	10	0
B.M.E.	65	47	40	36	70	26	4
B.E.E.	46	47	45	15	90	10	0

*This includes those attending part-time as well as full time.

**Those taking graduate work in the field of undergraduate study are considered "working" in major field.

Chemical Engineers:

The various titles of positions listed are Colorist Engineer, Junior Chemical Engineer, College Instructor, Technical Trainee, Patent Examiner, Research Chemical Engineer, Finishing Supervisor, Chemist.

Pertinent remarks: One graduate speaking of an Industrial Training Program for young Chemical Engineers states, "Wonderful experience especially for Chem. E's who are interested in production or process development".

B.S.S.:

Job titles of those making over \$3000 per annum in this group are salesman, insurance agent, social investigator, Civil Service examiner Assistant Executive Officer Physical Medicine Rehabilitation Service (V.A.), Maintenance Mechanic, Executive-in-training. The remaining group lists themselves as Section Manager, News indexer, Senior Statistical Clerk, Social Investigator, Substitute teacher, Junior accountant, credit assistant, clerk, artist, editorial assistant, Sales Trainee.

Sociology Majors: Everyone in this group, eight individuals, is attending graduate school full time. Graduate schools include, N. Y.

School of Social Work, Jewish Theological Seminary, School of Social Work, Washington University, St. Louis, School of Social Work, Tulane University.

Government Majors: There were three in this group. Two are attending Columbia Law School. One is taking graduate study in International Relations at Columbia University.

History Majors: Three in this group are all taking their Master's Degree at Columbia.

Biology, English, French Majors: Four in this group. Three are taking graduate work at Columbia. The other is unemployed.

Psychology Majors: There are seven in this group. One is in the army. One is a rabbinical student. Two are in the V.A. Clinical Psychologist Program at Duke University and the University of Rochester. They are paid for half time on this program at the rate of \$1.27 an hour. One is a full time student at the University of Buffalo preparing for Psychiatric Social Work. One is taking his M.A. at New York University.

Economics Majors: There are ten in this group. Five are in Law School. Law Schools

include Harvard and Columbia. Four are taking full time graduate work. One is a Student Rabbi at the Jewish Institute of Religion.

B.A. Degree:

Job titles include college tutor, Bookseller, Public Relations Assistant, Assistant Retail Manager, Clerk in advertising agency, Translator, Secretary, Teaching Assistant, Export Assistant, Bigelow Teaching Fellow, Employment Interviewer.

Pertinent remarks: "Prepare seniors thoroughly for the difficulties and disillusionments of job hunting". "A college education by itself counts for little in the business world. What is sought is specialization or experience. This of course means a low starting salary for those who did not specialize at College. However, the broader cultural background and ability to learn quickly bring frequent raises."

M.S. in Education:

There were sixteen in this group. All are in field of their major. Two are fellows in Psychology, one is a C.R.M.D. Teacher, seven are high school teachers, one is a Junior Psychologist, one a school psychologist, three are internes in Clinical Psychology. Eight of the sixteen, are continuing graduate work.

B.S. in Chemistry:

Graduate Schools indicated were Purdue, University of Illinois, Fordham, University of Kentucky, N. Y. U. School of Law, Columbia, University of Rochester Medical School.

Pertinent remarks: "In regard to chemistry I would advise every Chemistry student to take as many Chem courses as possible especially research courses. The first question each potential employer will ask is 'What sort of research have you done?'"

The Chemistry graduate at Law School states: "Vocational aptitude and interest tests should be stressed. I regret not having followed advice given me. Necessity of gradu-

ate study should also be stressed."

A full time graduate student states: "More advanced mathematics and Physics should be required of Phys. Chem majors going on to graduate school. They should only be permitted to take German."

B.S. (Bio-Chem Majors):

Two listed themselves as majors in this field. One is in medical school, the other is taking full time graduate work. The student in graduate school stated: "A little more guidance for undergraduates pertaining to choices of graduate schools would be valuable."

B.S. (Pre-Med Majors):

One works as a tutor in a college. One is in medical school. One is working for an M.B.A. Degree in Foreign Trade. Four are in Graduate Schools including N. Y. U., U. of California, L. I. U., State U. of Iowa. Remarks: "Higher degrees are practically a necessity for obtaining a decent salary and a job."

B.S. (Psychology Majors):

The three who listed themselves with this major are all in graduate school. Graduate Schools include Columbia, City College, N. Y. U.

B.S. in Physics:

Six of this group are attending graduate school full time. One attends Harvard Law School. Graduate Schools include Columbia, Harvard, Brown, Ohio State, and Rutgers.

Six of this group are working full time. Four of the six attend Graduate school part time. Graduate Schools include Teachers College, U. of Maryland, New York University. Job titles listed are High School Teacher, Physicist, College Teacher, Civil Engineer.

Remarks: "Graduate Study is a must—the less time lost between undergrad work and graduate study, the better the ultimate job opportunity."

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INDUSTRY-OWNED AIRCRAFT GROWING IN IMPORTANCE

More than 1,000 multi-engined civil aircraft are owned and operated by some 800 private corporations representing a wide variety of businesses in the United States. These planes constitute numerically the largest civil transport fleet on earth, and their increasing number is one of the most encouraging phenomena in current aviation development.

This fleet, which might be called the Executive Fleet, has the nucleus of its organization in the Corporation Aircraft Owners Association. Organized late in 1946 the C. A. O. A. held its first clinic in Washington on Aug. 11. Present were representatives of more than 100 corporations, as well as Civil Aeronautics Administration officials, aircraft industry spokesmen and officers of fixed base operators and training associations.

The planes of the Executive Fleet are now used chiefly to transport top officials, but company sales and promotion departments more and more are needling into use of "the Old Man's" ship. Even this is not so significant as the increasing number of instances in which the planes are used for cargo purposes.

In a general survey of 100 company users of executive planes, 64 per cent said the main purpose was to save time, 30 per cent appreciated the convenience of reaching remote off-line destinations, 22 per cent declared for economy and utility, and a sizable number said the craft gave them prestige.

From a national security angle, the Executive Fleet is worth its weight in gold. If crisis comes, it may serve to tie together the inter-arsenal communications of democracy as could no other force.

It is interesting to note that 76 per cent of the executive plane pilots are drawn from company personnel rather than from professional pilot ranks. How deeply this business of flying has penetrated!

Gill Robb Wilson in New York Herald Tribune 8/18/48.

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RECREATION LEADERSHIP AS A FIELD OF WORK

NATIONAL RECREATION ASSOCIATION, NEW YORK, N.Y.

RECREATION has assumed a place of major importance in American life. Many agencies, public and private, are providing recreation programs which require trained, experienced, competent leadership in order that they may be carried on effectively. The purpose of this statement is to outline briefly the nature of recreation positions, the qualifications and preparation necessary for recreation leadership, and the employment possibilities afforded by the recreation field.

Purposes

The essential purposes of recreation leadership may be set forward as follows: to guide and serve the leisure-time interests of all the people—not to dictate them; to enlarge and deepen interests so that they will be more richly satisfying; to provide organization and instruction where it is desired; to furnish the means for self-expression through recreation activities so the hours of leisure will make for joyous living. The achievement of these objectives is possible only if trained, sympathetic leadership is provided, and their attainment assures the success of a recreation program.

Agencies Employing Recreation Workers

As recreation has come to play an increasingly important part in the lives of individuals, the furnishing of recreation has become accepted as an essential function of government. In more than 1,000 communities in the United States some form of recreation facilities or programs requiring leadership is sponsored or maintained by local governmental agencies. Most of these are recreation departments, park departments, or school authorities, although there are many other municipal agencies that employ recreation leaders.

Private agencies of many types are also

employing recreation leaders. Among them are such agencies as the Y.M.C.A. and Y.W.C.A., Y.M. and Y.W.H.A.'s, settlements, boys' and girls' clubs and similar groups. Industries and commercial organizations are employing recreation leaders to direct programs for their workers. Institutions of all types are introducing recreation programs and a number of churches employ leaders to operate their recreation plants or to direct a program of recreation for their people. Private camps employ large numbers of leaders, especially during the summer months, and other commercial agencies such as hotels and resorts of various types are making use of trained recreation workers.

Types of Leadership Positions

The following statement describes positions in municipal recreation leadership classified under a few major headings:

Superintendent, the chief officer in charge of a department or division and its personnel.

General supervisors, executive officers in charge of a group of recreation centers of similar kind, their personnel and the general program of activities carried on therein, or of some special function such as construction and maintenance generally applicable to all centers; e.g., Supervisors of Playgrounds, Supervisor of Community Centers, Supervisor of Construction and Maintenance.

Supervisors of special activities, specialists in charge of special phases of program development. Examples are Supervisor of Athletics, Supervisor of Music, Supervisor of Drama, Supervisor of Girls' and Women's Activities, Supervisor of Dancing, Supervisor of Arts and Crafts, and Supervisor of Nature Activities.

Directors of centers, executive officers in charge of administering the facilities, staff,

and program of a recreation center such as a playground, community center, swimming pool, golf course, or camp. Examples are Playground Director, Community Center Director, and Camp Director. The title of Manager, rather than Director is often applied to the person in charge of a golf course, swimming pool, or bathing beach.

Play leaders, employees who, under the close direction of directors or assistant directors, exercise general oversight over the play of children or adults on a playground or in a community center, lead groups in organized play activities, or assist with special projects. These employees are often employed part time and frequently they are students preparing for professional work in recreation.

Specialists, employees who serve as instructors in a special activity, usually at more than one center or on a part-time basis. Examples are tennis, tap dancing, and archery instructor.

Qualifications

Because of the varying duties and responsibilities of persons serving in the positions listed above, qualifications for the different positions naturally vary widely. However, there are certain personal qualifications that are considered desirable in any individual serving as a recreation leader. Perhaps the most critical analysis of such requirements is the one made by a committee of recreation executives in a report entitled, "Standards of Training, Experience, and Compensation in Community Recreation Work." The following statement summarizes these requirements:

1. Social attitude

- a. Sense of the worth and dignity of every human being and desire to serve
- b. Understanding of people; comprehending their hungers, needs, and aspirations
- c. Personal realization of the art of living
- d. Sense of humor

2. Creative attitude

- a. Interest in the growth and development of individuals
- b. Desire to stimulate the creative impulses in others—initiative, freedom of expression, productive activity

3. Scientific attitude

- a. Understanding of the scientific method
- b. Hospitality to different points of view and diverse personalities
- c. Keen interest in research, experimentation, and human engineering

4. Capacity and zest for learning

- a. An understanding mind
- b. The ability to think, i.e., skill in analyzing and in selecting the significant and in making concepts which will serve human purposes
- c. Insatiable curiosity, especially with reference to discovery and solution of social problems

5. Ability to lead democratically

- a. Belief and enthusiasm for self-government, for democracy in recreation
- b. Understanding of cooperative, democratic recreation procedure as distinguished from arbitrary control
- c. Skill in the techniques of group discussion and group determination of policies
- d. Character and personality (not the dominating type)
- e. Organizing ability
- f. Productive energy

6. Technical skill

- a. Skill in the particular field in which recreation worker is going to lead
- b. Skill in dealing with people to be served

In addition to the personal requirements considered necessary for all recreation positions, there are special requirements as to education, age, and experience that are considered essential for each of the major types of positions. A detailed statement of these

requirements will be found in the committee report mentioned in the preceding paragraph. Another excellent statement setting forth essential qualifications for recreation workers is to be found in the pamphlet entitled "Professional Leadership in the Field of Public Recreation"* by Dr. Harry A. Overstreet.

College Preparation

Standards adopted by the recreation profession make college graduation or its equivalent in education and experience a basic requirement for most recreation positions. Recreation agencies are more and more accepting these standards. Young men and women planning to become recreation leaders ought to obtain a broad, liberal cultural educational background. Four years in a liberal arts course at college is all too short to secure this general background and also adequate specialized training for recreation service. Courses in literature, history, social science, psychology, education, physical science all help in giving a substantial foundation.

In certain schools there are also courses in games, crafts, social recreation, dramatics, music, nature that help to prepare students for immediate service as play leaders. Often it is possible to get practical leadership experience by participating in extracurricular activities including intramural sports, outing clubs, glee clubs, dramatic societies, social, literary and student-government organizations. Formal educational training should be supplemented by practical work. Thus one can test one's natural ability as a leader and discover also how far one cares deeply for this kind of work. Such service helps to prepare one for independent responsibility. This experience may be secured by working under direction on public playgrounds, in summer camps, Y.M.C.A., Y.W.C.A., boys' clubs, girls' clubs, Boy Scout programs, in children's homes, and in settlements. Sometimes there will be opportunity to obtain ex-

perience in paid positions. In other communities it may be necessary to serve in a voluntary capacity.

Individuals who have completed the four year course and have taken advantage of the various practical work opportunities outlined above are usually well prepared for recreation leadership opportunities of a subordinate nature. Students interested in executive and administrative positions in recreation will find it helpful to take graduate training in recreation administration, school administration, public administration, city planning, business and personnel administration, design and equipment of recreation areas, facilities, and other related subjects.

For the guidance of individuals preparing for leadership in the recreation field and of institutions planning to train leaders for such service, the Association has prepared a bulletin entitled "Training Courses for Recreation Workers" which outlines desirable subjects to be included both in undergraduate and graduate courses.

Demand

The number of full-time positions in the field of tax-supported recreation is increasing. Openings in positions of a supervisory nature for the most part are filled from the ranks of persons already employed in the recreation field. With the growing interest in recreation on the part of governmental and other agencies, it is reasonable to expect that a number of well-trained people will find full-time employment annually in positions such as playground or center director, play leader, or specialist.

Salaries

Salaries vary and have a tendency to fluctuate. For executives and heads of departments salaries range from \$1,500 to \$10,000, the majority being between \$2,400 and \$4,-

000. In general salaries for the subordinate positions are slightly less than those in public education. Part-time leaders may receive from \$1.50 to \$4.00 for a two or three-hour period, while some specialists may receive \$1.00 or \$2.00 an hour. Summer playground leaders frequently receive from \$12.00 to \$25.00 a week. Directors of playgrounds and other recreation centers, depending upon the responsibility, receive more than play leaders. In some places they participate in annual increments up to \$2,400 and \$3,000 a year.

Employment Methods

Methods used by local agencies in employing recreation leaders vary but in general the positions involving a lesser degree of experience and for which salary rates are comparatively low, are usually filled from applicants living in or near the city in which the work is to be done. For positions involving supervisory and executive responsibility, however, cities are more likely to seek candidates from outside the city. It is customary for positions to be filled by means of a selective process which involves a written examination, a personal interview, and a study of the candidate's training, personal qualifications, and work experience. A committee of recreation executives has issued a report entitled "Securing and Maintaining Standards in Community Recreation Personnel" which discusses these problems in detail.

The Association maintains a personnel clearing service where qualified recreation workers may register for employment. Through this service many communities have been assisted in securing competent personnel, especially for recreation positions calling for experienced recreation workers.

A Challenge

The field of recreation offers a great opportunity for service to individuals who have the

proper qualifications and a deep interest in the work. All who are considering recreation as a profession will find a valuable guide in the following statements by Howard Braucher taken from an editorial entitled "Reasons for Not Becoming a Recreation Leader:"

"The number of men really qualified to find supreme happiness and rewarding service in the recreation movement is not large. It is much easier to teach, to preach, to write, to build bridges and skyscrapers. The quality of leadership possessed by the best recreation workers is found in only a limited number of each million persons born. For these few the rewards are very great.

"Until we care enough for the art of living and the art of playing to discover, develop, educate the individual youngsters who have the natural gifts for recreation leadership it will be necessary to call upon many to serve in the recreation profession who are much better qualified for other work, who would find great satisfaction elsewhere.

"The recreation field is the place for men who want to live and to see every one else live and who have satisfaction in forgetting all about themselves in the common life about them, to which they give themselves completely."

Publications on Leadership

The following publications available from the National Recreation Association will be found useful by all who are interested in recreation leadership as a field of work. A list of the Association's publications may be secured free on request.

Training Your Playground Leaders.

(An institute syllabus)

Training Volunteers for Recreation Service. Recreation Leadership—A Community Necessity.

Professional Leadership in the Field of Public Recreation, by H. A. Overstreet.

edited by George D. Butler. This book contains a comprehensive statement concerning the nature and scope of the community recreation field. A section

For those individuals interested in knowing about opportunities in the fields of health and physical education or about institutions offering training for these fields such information may be secured from the following: American Association for Health, Physical Education and Recreation, 1201—16th Street, N.W., Washington, D.C., and the Office of Education, Federal Security Agency, Washington, D.C.



EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

AS a result of an editorial grant from the National Foundation for Education in American Citizenship, the American Political Science Association is publishing in December a biographical and analytical *Directory* of its membership. Support for the project has been made available by the Foundation in order to provide an index of authorities and practitioners in the field of government.

Of particular interest to personnel officers is an appendix analyzing the political science profession as it is represented by the membership of the Association. Biographies are printed for 2541 men and 235 women. Of the members reporting employment status, 52.6% teach in colleges and universities; 17.6% are employed in government; 12.4% are students; 16.4% are otherwise employed; and 1.4% are retired. Of those reporting data, 39.6% have written books or monographs; 35% have contributed to learned journals; and 18.7% have studied abroad.

Harvard, Columbia, and Chicago are the leading universities, measured by number of degrees, in granting doctorates to political scientists in the Association. Wisconsin and Iowa follow as leaders among state universities in the number of doctorates granted. The University of Pennsylvania stands sixth

among all universities. These six universities account for 41.6% of all doctorates held by the political scientists reporting. Of 2,627 members reporting degrees, 48.8% hold doctorates; for 30.3% the master's is the highest degree; and 20.7% have only the bachelor's degree. Law degrees have been earned by 13.2%.

Of political scientists with present academic positions, 39.3% are professors; 15.8%, associate professors; 18%, assistant professors; 16.5%, instructors; 4.3%, lecturers; 4%, deans; and 2.1%, presidents. Approximate periods required for promotions from rank to rank (median averages) have been: from instructor to assistant professor, 3 years; from assistant professor to associate professor, 3 years; from associate professor to professor, 4 years.

Important features of the *Directory* are a classification of members by primary fields of interest and a list of members by geographical distribution. The volume is a major convenience for placement officials, publishers, and organizations. College education in American government is primarily in the hands of men and women affiliated with the American Political Science Association, and the *Directory* is a summary of their activities.

EDITORIAL

Although the Association is not a placement bureau, several requests have come for assistance in finding positions for recent graduates who majored in psychology. From all indications, it would seem as if there are quite a few psychology majors throughout the nation in a similar predicament.

In order to inform both students and guidance counselors of the existing situation, the Association is printing excerpts from the recent report issued by the United States Department of Labor on the Employment Outlook for Personnel Workers.

"Employment prospects for newcomers are not expected to be good in personnel work in the near future. There is now keen competition for entry jobs, which is likely to continue for several years, though the total number of personnel workers employed will probably tend to increase slowly over the long run, with increasing expenditures for re-armament.

"Personnel workers have varied responsibilities. They not only maintain personnel records but also assist in recruiting, training, and disciplining employees. They may be responsible for job classification and wage setting, for compliance with Federal and State labor laws, and for welfare and other services to employees. Labor relations is becoming one of the most important parts of their work. In a small company, one man may handle all this work; in the largest ones, the personnel manager is a top-ranking executive who advises in setting of personnel policies and has under him hundreds of personnel-department employes.

"Professional personnel workers total no more than 30,000, according to one rough estimate. Directors or managers make up only a small proportion of this total. Personnel workers are employed in all industries; about 5,000 work for Federal, State, and local governments; some are employed by schools and colleges. Men with long and varied experience may work independently as private consultants or labor-relations experts.

"About 3 out of every 4 people in the profession are men. Very few women have top managerial positions, but many are in technical personnel jobs such as classification and placement, in interviewing and counseling, and in personnel research—particularly in Government and industries with large numbers of women workers.

"Requirements for positions usually include a bachelor's degree, with courses in personnel and public administration, psychology, statistics, business management, economics, sociology and political science. *Graduate study is becoming increasingly useful.*

"Work experience is very important, particularly for positions in private industry, which are usually filled from within. Many personnel managers believe that the best place to start out is in a production job. Other good places are sub-professional jobs in time study, job analysis, or wage setting or, in the case of women, clerical work in the personnel department. Psychological testing is one of the few branches of industrial personnel work which can be entered directly from college; it usually requires a graduate degree.

"At present, there are a few openings at top managerial levels for experienced men, but competition for lower-grade positions is very keen. Totally inexperienced persons will generally find it difficult to enter the field in the next few years.

"In the long run, the profession will probably grow slowly. Openings will not be many, however, because the field is still relatively small and turnover is low. In general, promotions will be slow. Best opportunities for jobs will be with small and middle-sized companies. Fields in which increasing employment is expected include wholesale and retail trade, especially department stores, insurance and finance, and State and local governments."

NEWS COMMENTS

Techniques For Securing Employment

SISTER MARY FREDERICK CECILE, B.U.M.
Mundelein College, Chicago, Illinois

The Mundelein College Placement Bureau operates to aid graduates and students to secure positions in the fields in which they are interested and to help supply firms and institutions in the area with competent assistance. It also provides for part-time employment on campus through the Student Aid Program.

The series of lectures on TECHNIQUES IN SECURING EMPLOYMENT is an attempt to achieve one of the purposes of the Bureau.

Beginning in April, 1948, lectures were held on Thursday for five consecutive weeks, and were open to all students. At the request of the students, a second series was offered on Mondays. Bibliography of job analysis and job opportunities, outlines for data sheets, lists of reputable employment agencies, application blanks and illustrative material were distributed.

Since the job-finding process is a supreme challenge in self-selling, the principles of salesmanship were applied in the plan of the lectures, as follows:

LECTURE 1

YOU AND YOUR FUTURE (The Approach)

The Christian attitude toward work

The job-transaction

parties involved

buyer—future employer

seller—student applicant

The product

qualities?

education?

skills?

experience?

hobbies?

aims?

The market?

what is wanted?

who wants it?

why?

competition?

Its value?

now?

five years from now?

Leads for its sale?

The prime objective of this meeting was to make the student realize that she cannot convince another of her fitness for a job unless she has by self-examination, inquiry and confidence convinced herself that the job is right for her; and to emphasize the dual aspect of the job-transaction—an exchange voluntarily entered into between two parties, each in consideration of the other, with the resulting terms constituting a contract binding on both parties.

LECTURE 2

YOU ON PAPER (Arousing Interest)

The data sheet

The letter of application

The letter of recommendation

The application blank

in the private placement office

in the public employment office

By encouraging the compilation of data sheets, the writing of letters of application and the filling out of application blanks, this meeting attempted to crystallize the student's appraisal of herself in relation to the work she intended to do.

LECTURE 3

YOU ON SIGHT (Convincing the customer)

The Interview

preparation for

knowledge of self

of company

of interviewer

appearance

actual conduct of

the follow-up

This lecture emphasized that since the purpose of the letter of application is to get an interview, and since in the interview the student must bring her fourteen or more years of education, of training, of experience and background into five or ten critical minutes, this is the strategic point of the job-getting drama, with the student playing the principal role.

LECTURE 4

YOU ON THE JOB (Stimulating action)

Relations with the company

General policies

of organization

of advancement

of wage increases

of working conditions

hospitalization, pension, insurance

Relations with direct supervisor

departmental functions and their relations with the whole

line of authority

line of responsibility

job ethics

loyalty

dependability, etc.

Relations with fellow-employees

personal responsibility

integrity

cooperation

generosity

charity

This meeting emphasized that in order for the student to give intelligent service it is necessary that she be made conscious of her right to determine the

general considerations of the job-transactions and of her absolute responsibility to adhere to those agreements.

LECTURE 5

YOU OFF THE JOB (Closing the Sale)

Reading

- professional
- recreational

Affiliation with associations, groups

Extension courses

Organization activities

Hobbies

At this final lecture the student was urged to perfect constantly the quality of her service so that she will not only withstand competition, but will stand out!

Since almost all of the students had some work-experience, their contributions in the discussion at the conclusion of each lecture were invaluable. No assignments were required, but the Bureau, by personal interview, assisted the student to determine the line of work in which she could apparently do her best; administered skills tests; criticized letters of application and data sheets and accepted registration in the college Placement Bureau through its regular application blank.

The sustained interest and appreciation of the students in the series of talks demonstrates the value of such instruction and the necessity for continuing it. This year we plan to extend the time over a longer period, probably ten meetings, and to invite personnel directors to conduct interviews at some of these meetings, and to give personality appraisals.

Employment Outlook in the Plastics Products Industry

Prospects are for a relatively big increase in the number of jobs in the plastics products industry during the next year or two and for steady growth in employment thereafter. Most of the openings, however, will be for inexperienced persons to be trained for semi-skilled and unskilled production jobs. These are the main conclusions of a report issued by the Bureau of Labor Statistics on the "Employment Outlook in the Plastics Products Industry." The report is one of a series prepared by the Bureau's Occupational Outlook Service to provide information for use in the vocational counseling of veterans and other persons making the choice of an occupation.

This study was made because of the widespread interest in the plastics field as shown as a source of job opportunities. In addition to a detailed analysis of employment prospects, the report gives information on earnings, working conditions, duties, and training requirements for the principal occupations in plastics molding and laminating plants.

The plastics products industry consists of plants engaged in making molded and laminated plastics articles and parts for sale; the industry does not include plants which produce plastic materials or which fabricate plastics by other methods. Employment in the industry has grown phenomenally in recent years. During the war, there was great expansion of the industry, with 85 percent of its output going directly or indirectly into military uses. Since the end of the war, increased peacetime uses of plastics products have more than taken the place of their military uses. In 1947, the number of jobs had risen to a level above the wartime peak and three times the employment in 1939.

Output of plastics products is expected to increase rapidly for the next few years, and then, over a longer period, is likely to rise more slowly. Most plastics products are used as parts in the making of other products, mainly electrical machinery, radios, automobiles, novelties and toys, aircraft, household equipment and furniture, industrial machinery and equipment, and building supplies. High output of most of these products is expected for the next few years. Moreover, new uses for plastics are continually being developed.

Rapid technical advances are occurring in the industry, which raise output per worker, so that employment will not increase nearly as much as production. In 1950, the number employed in the industry may reach 75,000, an increase of 25,000 over employment at the end of 1946. Added to these new jobs will be the openings created in the replacement of workers leaving the industry. It must be remembered, however, that the plastics products industry will still be one of the smaller industries in the United States.

Because the production methods of the plastics products industry are largely mechanized, most of the jobs, require comparatively little skill. Over a fourth of the workers are in the molding departments. Most molding machine operators learn their duties in a few months of on-the-job training. In the finishing and inspection departments which have nearly one-third of the workers, semi-skilled and unskilled workers do the various tumbling, sanding, assembling and polishing operations. Similarly, most of the inspection is done by workers who need brief training. In laminating departments, as in molding, nearly all the jobs are semi-skilled, centering around machine operation. On the other hand, molding plants which make their own molds have tool rooms where highly skilled tool and die makers and machinists are employed. The industry also has such clerical workers as typists, bookkeepers, and file clerks. Many salesmen are employed in the marketing of plastics products. Among the industry's technical employees are chemical and electrical engineers, mold and product designers, and draftsmen.

The complete report, "Employment Outlook in the

Plastics Products Industry," has been published as Bureau of Labor Statistics Bulletin No. 929 and is sold by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C., at 15 cents.

"Job-Seeking" Conferences

Mrs. Mark G. Troxell, Dean of Women at the University of Wisconsin, announces that her office is offering special "job-seeking" conferences for senior women. These conferences are held in one-hour meetings with small groups of students. They are planned to give a pre-view of general job opportunities after graduation. Emphasis is on the "how" of job-getting and what senior women may do to prepare themselves for this step.

Basic techniques of job application in person or by letter are considered. The students are reminded of the university personnel services available to them and of courses of occupational information on the campus—all designed to help them plan their work entry intelligently. Provision is made for individual conferences with Miss Chervenik, occupational counselor for those who wish to discuss their job plans and to register for placement referrals.

Five meetings are scheduled weekly so that by Christmas every senior woman should have had an invitation to attend or to indicate that post college plans are set. Thus far about ten per cent. of the women have indicated that they will not be seeking employment because of marriage or graduate study.

Non-Teacher Placement Service

The cooperation of service clubs and chambers of commerce in West Virginia was obtained in bringing before their employer-members West Virginia University seniors available for employment February 1 and June 1, 1948. Excellent cooperation was received from the University information service by newspaper releases concerning University placement services.

About five hundred business and industrial corporations were supplied with information about potential graduates. Letters, application forms, employment policy booklets, and plant magazines were received from more than three hundred employers of the University product.

Articles concerning University place services and available graduates were published in Chamber of Commerce bulletins and in many newspapers.

Monthly and weekly announcements of openings were received from the U. S. Civil Service, State Merit Systems, the U. S. Department of State and other public agencies, including municipal civil service boards and State department heads. Seniors and department heads were informed of these through

Athenaeum announcements, notices to interested department heads and deans, bulletin boards or personally. Increased cooperation between the West Virginia State Employment Service was especially helpful to seniors who were invited to register in any of the sixteen State employment services for additional information.

Seniors from thirty-three University departments registered voluntarily on our standard placement forms and received help during the past year. From one department alone more than fifty registered.

More than one hundred employers or representatives of personnel departments visited the campus during the year for interviews with seniors. Many sent letters asking seniors to return application forms or visit their offices and plants for personal interviews.

Increased efficiency by cooperating departments, and advance arrangements for interview schedules for visiting personnel men brought many letters of appreciation for the time saved in campus recruiting. In spite of crowded buildings and room shortages, it was generally possible to obtain suitable rooms for campus interviews.

Pre-placement conferences and pre-placement information booklets and leaflets assisted many seniors in approaching employment interviews more intelligently. Personal data sheets were prepared for seniors faced with difficult placement problems. Special letters were written for some.

Employers are now being informed as to August graduates and plans are under way for greater service to both employers and seniors during the coming year.

The shortage of candidates for positions in scientific, technical and engineering positions requiring graduate degrees or experience was pronounced. Some outstanding seniors with B.S. degrees received a dozen or more job offers at salaries ranging from \$250 to \$275 per month. Ninety percent of the senior class have accepted positions or made plans for graduate or professional study and now job contacts are being made daily for others. Indications point to an excessive demand for graduates during the coming year.

The Association apologizes for the incorrect listing of the Liberty Insurance Company, appearing in the October, 1948, issue of SCHOOL AND COLLEGE PLACEMENT, which should have read:

Liberty Mutual Ins. Co. A. R. Buzzard, C. H. Whittum, 972 Public Ledger Bldg., Philadelphia 6, Pa.



"Peace on Earth, Good Will Toward Men"

Once again the sound of children's voices, unafraid and filled with hope eternal, fill the air at Christmas time. In these troubled times, we must strive to keep alive for the world's children the true Christmas spirit and preserve for them the Christmas ideal of love, sacrifice of giving and the care for the welfare of others.

The people of America cherish the traditions and institutions typical of our way of life and we, in the life insurance business, feel proud of the important role the institution of life insurance has played in providing financial security, happiness and peace of mind for millions of American families.

THE **PENN** MUTUAL LIFE INSURANCE COMPANY

FOUNDED IN 1847

INDEPENDENCE SQUARE, PHILADELPHIA





THE ASSOCIATION OF SCHOOL AND COLLEGE PLACEMENT

(Officers for 1948-1949 will be found listed on inside front cover)

GRADES OF MEMBERSHIP

Sustaining Membership: Cash contributions ranging up to \$200.00, entitling the member to advertising space if desired.*

Institutional Membership: Full membership for two representatives of an institution, including a year's subscription for each to the journal, SCHOOL AND COLLEGE PLACEMENT, \$8.00 per year.

Regular Membership: Full membership for one individual, including a year's subscription to the journal, \$3.00 per year.

*Sustaining Members not using advertising space include E. I. DuPont de Nemours and Company and Sun Oil Company.

Address all communications to

The Association of School and College Placement
2721 Fidelity-Philadelphia Trust Building
123 South Broad Street, Philadelphia 9, Penna.